

**A Report from the
Iowa Ambassador of Education 2000**

Thomas H. Paulsen

**Agriculture Education Instructor & FFA Advisor
Carroll Community High School
and
Kuemper Catholic High School
Carroll, Iowa**

State of Iowa
Department of Education
Grimes State Office Building
Des Moines, Iowa 50319-0146

DE Ambassador of Education

Thomas H. Paulsen, 2000 Iowa Ambassador of Education
Agriculture Education Instructor / FFA Advisor
Carroll Public and Kuemper Catholic High Schools
2809 North Grant Road
Carroll, Iowa 51401
(712) 792-8015
tpaulsen@carroll.k12.ia.us

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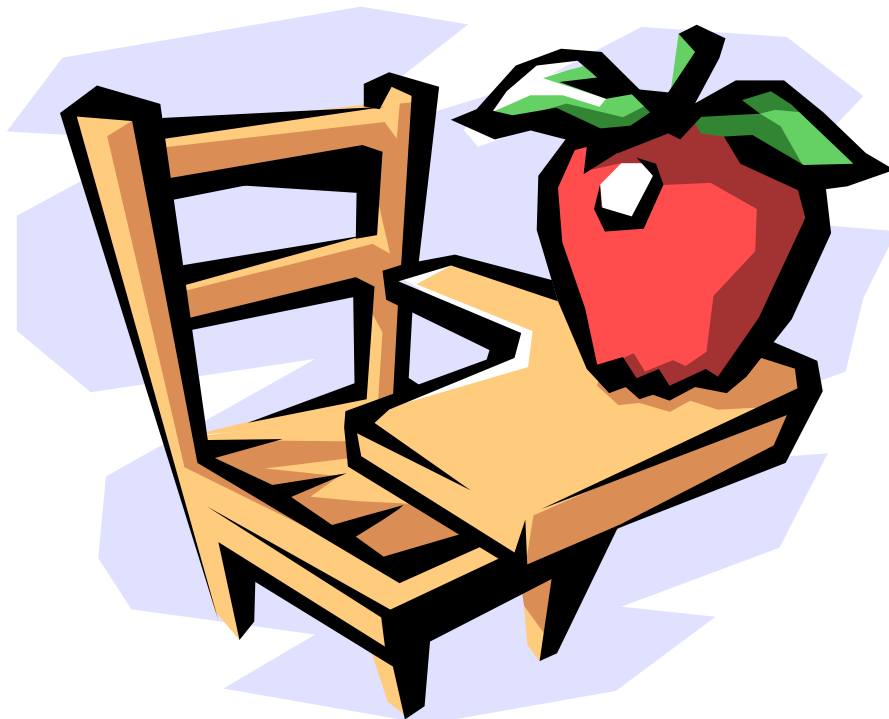
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Dedication

I dedicate “What’s Right With Education In Iowa” to my teacher-wife, Michelle, and to my children, Marissa, Drew, and Alex for their wonderful support of me in the Iowa Ambassador of Education position this year.

and

To my parents, Howard and Janet Paulsen, my first and most important teachers, who taught me the value of hard work and dedication to a task.



Acknowledgements

I am very proud to represent all educators in Iowa as the Iowa Ambassador of Education, but I must state that for me, the Iowa Teacher of the Year Award is truly a community award. I would like to thank the administration of the Carroll Community and Kuemper Catholic School Districts for their support and nomination of me for this award. Without their support, none of this would have been possible.

Secondly, I would like to thank the Carroll Community as well as the Carroll and Kuemper School Boards for having the vision to begin an Agriculture Education program in Carroll and for giving me continuous support throughout the past nine years. I am proud to work in the Carroll Community.

Thirdly, I would like to thank Scholastic, Inc. as the National sponsor for the Teacher of the Year Program in partnership with the Council of Chief State School Officers, as well as all the numerous financial contributors to the 2000 Teacher of the Year Program who are listed below:

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West Central Cooperative, Ralston
Windstar Lines, Inc., Carroll

And a special thank you to the [Iowa Corn Promotion Board](#) for assisting with the purchase of ethanol for my E-85 vehicle this past year as well as for all the farmers in Iowa who helped to produce it.



And finally, I would like to thank Susan Fischer and Ted Stilwill for their constant support of me this past year. I have been very proud to tell teachers across this state that we have leadership in the Department of Education that truly listens to our concerns, and who truly cares.

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Iowa Teacher of the Year Program Information and Legislation

The Department of Education shall establish and administer the position of ambassador to education. It shall be the function of the ambassador to education to act as an education liaison to primary and secondary schools in this state. The ambassador to education position shall be filled by the educator selected as teacher of the year by the governor, but only if that person agrees to fill the ambassador to education position.

The ambassador to education shall receive, in lieu of compensation from the district in which the ambassador is regularly employed, a salary equal to the amount of salary the person would have received from the district in the person's regular position during the school year for which the person serves as ambassador, or thirty thousand dollars, whichever is greater. The ambassador shall also be compensated for actual expenses incurred as a result of the performance of duties under this section.

The department shall grant funds in an amount equal to the salary and benefits the person selected as ambassador to education would have received from the district or thirty thousand dollars, whichever amount is greater, to the school district that employs the person selected as ambassador. The department shall also reimburse the school district for actual expenses incurred as a result of the performance of duties under this section. The school district shall grant the person a one-year sabbatical in order to allow the person to be the ambassador to education and during the sabbatical, shall pay the salary and benefits of the ambassador with funds granted by the department. The person selected as the ambassador to education shall be entitled to return to the person's same or a comparable position without loss of accrued benefits or seniority.

Funding:

Commencing with the fiscal year beginning July 1, 1990, the amount of seventy-five thousand dollars for the ambassador to education program...

Iowa Teacher of the Year Program Nomination Information

Do you know an exceptionally skilled and effective educator?

Nominate this outstanding teacher for 2001-2002 Iowa Teacher of the Year! This teacher is someone who motivates, challenges, and inspires excellence; someone respected by students and peers who makes learning truly exciting; a dedicated professional who helps nurture hidden talents and abilities; a creative, caring individual who takes teaching beyond textbooks and blackboards; an exceptional teacher who, child by child, is helping to redefine American education?

The candidate should:

- be an exceptionally dedicated, knowledgeable, and skilled teacher in any state-approved or accredited school, pre-kindergarten through grade twelve, who is planning to continue in an active teaching status;
- inspire students of all backgrounds and abilities to learn;
- have the respect and admiration of students, parents, and colleagues;
- play an active and useful role in the community as well as in the school; and
- be poised, articulate, and possess the energy to withstand a taxing schedule.

Introduction

What about this Teacher of the Year thing? Well, I think my kindergarten son has a pretty good handle on what it's all about. In the middle of the school year, my wife and I had a chance to eat at school with my kindergarten son, Alex, who is six. As we were eating, my son's friend asked Alex, "What do your mom and dad do?" His reply, "Mom teaches at the Adams School Building." "What about your dad," the little friend asked, "what does he do?" And what was Alex's response? "Nothing, he's the Teacher of the Year – he doesn't do anything."

What is a teacher of the year?... Does it mean that I'm the best teacher in Iowa...far from it. I am not the best teacher in Carroll, and some days I feel lucky to be the best teacher in my own classroom. My students never fail to teach me what's truly important, each and every day. But I have been given a wonderful opportunity, an opportunity to represent education across this great state of Iowa. An opportunity to represent each and every one of you, and I take that responsibility very seriously.

My responsibilities included serving as the 2000 Ambassador For Education here in Iowa. I officially began my one-year sabbatical July 1st 2000, and I have had some wonderful experiences throughout my term. I have had 78 School District Visits, presented over 50 teacher inservices, 18 college and university visits, twelve formal community & civic presentations, keynoted at 8 FFA banquets or conventions and participated in numerous other meetings across the state as the Iowa Ambassador of Education.

A few days after I was announced Teacher of the Year, I received some cards from my daughter Marissa's third grade class. The kids had done a wonderful job. There were cards that said, Super job! Way to Go! Keep up the good work! There were pictures of gold metals, trophies, plaques and the like.

Then I got to the card.... it was a simple card from a young man that simply said, “Your (e) lucky!” Well, you know, he was right. I am lucky. I am lucky to be part of the most important industry on the face of the earth -- Agriculture! I’m lucky to be part of the most important profession on earth -- Education! And I am lucky to work with some of the most talented young people across this state and nation - Iowa students. I truly am lucky...

I was lucky to be raised on a small, diversified family farm. And, growing up on a farm, you learn many valuable lessons. At an early age you learn about the miracle of life and the tragedy of death. You learn the importance of hard work and dedication to a task. You learn about teamwork and how to work together as a family. Since I am the oldest child in my family, I also learned a lot from my older cousins. I learned that you can’t always trust what they tell you about water and electric fences.

But the most important lesson that I learned from growing up on a family farm is what Steven Covey calls the Law of the Farm in his book the 7 Habits of Highly Effective People. This concept states that you cannot cram for the exam of life. Imagine if a farmer were to go through the motions for five months and then try to cram for harvest. Would there be a harvest? No! The farm is a natural system. The price must be paid and the process followed. From time to time, I’m afraid that we in education, place too much emphasis on covering volumes of mile-wide, inch deep curriculum instead of teaching our students what’s really important.

Robert Fulghum said it best in his book, *All I Really Need to Know I Learned in Kindergarten*. “Wisdom was not at the top of the graduate school mountain,” he said, “ but there in the sandpile at Sunday School. These are the things I learned -- and I think all of us need to remember these each and every day.

Share everything

Play fair

Don't hit people

Put things back where you found them

Clean up your own mess

Don't take things that aren't yours

Say you're sorry when you hurt somebody

Wash your hands before you eat

Flush

Warm cookies and cold milk are good for you

Live a balanced life -- learn some and think some and draw and paint and sing and dance and play and work some every day

Take a nap every afternoon

When you go out into the world, watch out for traffic, hold hands, and stick together

Be aware of wonder"

I have asked teachers all year in my presentations, "Are you aware of wonder?" I like to think of the students I saw this year, and that I remember from my own classrooms of the past, that come into a teacher's classroom with a smile on their face asking, "What are we going to learn today?" Do we as teachers have that enthusiasm for our profession that stimulates our need to learn, our need to model lifelong learning for each and every one of our students?

This year has been an opportunity for me to revisit the learner inside of me. It has been an opportunity to meet so many wonderful, dedicated teachers that truly care about their students. It has been an opportunity for me to reflect on why I am in this profession. And it has given me an opportunity to realize why I am so excited to return to the classroom after my term is over. This report will give the

readers a good dose of my philosophy on this profession while at the same time reinforce,

What's Right With Education in Iowa.



The National Teacher of the Year Program and Experiences

Teacher of the Year Programs Conference 2000

Dallas, Texas

My introduction to the National Teacher of the Year Program was through the Teacher of the Year Programs Conference 2000 held at the Doubletree Hotel at Lincoln Center in Dallas, Texas January 20 – 23, 2000. Susan Fischer, Iowa Teacher of the Year Coordinator and I attended the program entitled, “Quality: It’s Personal, It’s Professional. This conference was an opportunity for Teachers of the Year from all fifty states, as well as six districts to come together for a formal program orientation to the Teacher of the Year Program.

The program began with observing displays from all of the State TOY programs. This was a wonderful opportunity for state TOYs to see other states’ programs. It was also a chance for TOYs to begin to informally meet each other. A formal welcome dinner was sponsored by Scholastic, Inc. for the formal introductions of the state TOYs. After the formal dinner, Sherry Garland, author for Scholastic’s Dear America series spoke to us about the importance of a caring teacher in her life.

On the second day of the conference, participants began to participate in sessions designed to set the stage for our year as TOYs. The first session was an introduction to the National Program that is currently celebrating its 50th Anniversary. Participants were able to understand the history of the program as well as see the future of the program. The second half of the program was presented by Ernie Fleshner, VP for Scholastic, Inc. discussing, “Looking to the New Century”. Teachers were introduced to the challenges of education today – especially in the areas of teacher shortages nationwide. This session was an

excellent springboard into discussion of national educational issues with other TOYs from across the country.

Several other formal presentations were given throughout the day and included: Julie Ferriss, 1997 Mississippi Teacher of the year and current Director of Education for International Space Camp in Huntsville, AL; John Funk, 1996 Utah Teacher of the year and current Director of Early Childhood Education for the Granite School District, Salt Lake City, UT; Gordon Ambach, Executive Director for the Council of Chief State School Officers; and Andy Baumgartner, 1999 national Teacher of the Year.

State TOYs were lead through various workshop presentations by Mary Beth Blagen , 1996 National Teacher of the Year and current Teacher-in-Residence for the United States Department of Education entitled, “Professional Quality Is Up To Us,” and Lew Armistead, LA Communications, Reston, VA entitled, “Being Strategic with the Media.” The final session on Sunday concluded with recording of State TOY sound bytes that were part of the Scholastic TOY web page. All state TOYs left the conference excited and ready to begin as their state’s ambassador to education.

NTOY 50th Anniversary Celebration and White House Visit Washington, DC Tuesday, May 9

As part of the 50th Anniversary Celebration of the National Teacher of the Year Program, all 56 state or territorial Teachers of the Year and all former national Teachers of the Year were invited to attend the Washington Recognition of the National Teacher of the Year, 2000 at the Wydom Washington Hotel in Washington, DC. On the first evening, a formal welcome dinner was sponsored by Scholastic, Inc., the program’s corporate sponsor. Teachers of the year were reunited and had the opportunity to meet several former National Teachers of the

Year. The evening finished with a presentation of Scholastic's Teacher Voices 2000 Survey. [Teachers Voices Survey 2000](#)

Wednesday, May 10

Focus groups of teachers from this group came together to discuss numerous educational issues and to prepare for the live telecast town hall meeting sponsored by the United States Department of Education. These focus groups were held at the historic Sumner School Museum in Washington, DC. Teachers had a chance to formally discuss various educational issues from a national perspective with current and past practitioners. This discussion set the stage for the rest of the week and for our year as our local state's ambassador.

That evening, nearly 75 State and National Teachers of the Year and their guests gathered in the Atrium of the National Education Association National Headquarters in black tie attire to celebrate the most important paid profession on the face of the earth – education. I was able to observe current and retired teachers, from nearly every curricular area and grade level come together in one place at one time to share and celebrate teaching. Participants heard formal remarks from Gordon Ambach, Executive Director of the Council of Chief State School Officers; The Honorable Richard Riley, Secretary of the United States Department of Education; Delaine Eastin, Superintendent of Public Instruction – California Department of Education; Nat LaCour, Executive Vice President – American Federation of Teachers; Robert Chase, President – National Education Association; and finally our evening culminated with a keynote address by Mariyln Jachetti Whirry, National Teacher of the Year 2000.

Thursday, May 11 - White House Visit

After having the morning to tour the Washington, DC area, the 2000 State Teachers of the Year met for a formal briefing in the hotel prior to departing for the White House. After nearly six months of anticipation for this day, the TOYs

were quite excited as we left for the White House. We entered through the front lawn of the White House with very heavy security. After everyone's IDs were checked and we departed the security station, we were escorted by White House Staff members to the Roosevelt Room to wait.

The Roosevelt Room is directly across the hall from the Oval Office and due to the proximity, we were encouraged to stay respectably quiet. Needless to say, our time in the Roosevelt Room was much longer than we had expected due to some scheduling changes at the White House that day. But after nearly one and a half hours of waiting to meet the President, our opportunity finally arrived. Each of the TOYs were lined up alphabetically by state, so being from Iowa, I was about one-third of the way back in line. As I crossed the hall from the Roosevelt room and stepped into the most powerful office in the world, I was amazed by my feelings and emotions. I was about to represent all teachers, past and present, from the ***Education State – Iowa!*** What a moment for reflection and enthusiasm. President Clinton was standing in front of his desk with Secretary Richard Riley to his right. As I moved up to the President, I extended my right hand and he grasped it. While shaking hands, I said, "Mr. President, it is an honor and privilege to meet you. My name is Tom Paulsen, the Iowa Teacher of the Year." And with that characterized smile made so famous by today's entertainment media, he put his left hand on my shoulder and said, "Nice job, man!" What an interesting statement from the President of the United States.



After the introduction, photos were taken and I was escorted out to the Rose Garden. After the other TOYs had been through the Oval Office and were seated, Marilyn Whirry, our National Teacher of the Year 2000 came out with her family and they all were seated. Then “Hail to the Chief” was played and President Clinton and Secretary Riley were introduced and made their way to the stage. After a brief introduction by Secretary Riley, President Clinton gave his formal remarks. Following the President’s remarks, we heard from our class’ representative as National Teacher of the Year. Following the awards recognition, President Clinton, as the first administration to invite all the State Teachers of the Year together for this recognition, was given an Honorary Teacher of the Year Award. It was obvious to us that he was quite moved and there ended the formal part of the ceremony as he reentered the Oval Office and waved good-bye.

However, I always have said to people that you learn more through the informal networking that takes place when educators gather that you ever do in the formal settings. Because after the President left, “Hail to the Chief” was played, and all the camera crews were tearing down, we heard a laugh, scream, and shriek,

all at once. As we turned towards the back of the Rose Garden right in front of where the camera crews had been, we saw the most inspiring story of that day. There was Marilyn Whirry, a thirty-five year teaching veteran and our National Teacher of the Year 2000, with her arms around one of the young Marines. He was one of her former students! As has been stated several times in numerous ways by teachers throughout history, you never know where your influence will end. And I saw that day what Christa McCaulif said is so true, “I touch the future, I teach!”

After the White House program was finished, all the program participants headed back to the Hotel to catch the bus for the Newseum in Rosslyn for the taping of the USDE Town Hall Meeting – Teacher Voices 2000: Making a Difference, Shaping the Future.

International Space Camp

Huntsville, AL

July 28 – Aug 5 - Revisiting the Lifelong Learner in Me

On July 28th I packed my bags and headed to Huntsville, Alabama with 55 other state teachers of the year and several national teachers of the year from over 20 other countries to participate in International Space Camp. What an experience.

From that steamy hot day in July of 1969, at the age of 5, I knew that I was going to be the next Buzz Aldren, Mike Collins, or Neil Armstrong. Well, I may not have become an astronaut, but I did become a learner and a dreamer, and participating in Space camp helped me to revisit the learner inside of me.

One of the first things we did at Space Camp was watch Episode 10 from the HBO Miniseries From the Earth to the Moon. That episode was entitled “The Professor”. This was the story of Dr. Lee Silver, Professor of Geology at Cal Tech who became the lead earth geologist for NASA exploration of the lunar surface. His story was moving. Astronauts are a rare breed. They are part test pilot, part

explorer, and part daredevil. Most of them had a PhD. But as they trained to be part of the Apollo missions to the moon, they were more interested in simulator time than sitting in a classroom hearing lectures about plain old rocks.

After much encouragement and behind-the-scenes work by a scientist-astronaut named Harrison Schmitt, a former student of Silver's, did Silver agree to assist the astronauts in their training for lunar geology. This initial training took the astronauts to southern California in the Orocopia Mountains and the desert that surrounded them. Silver challenged the astronauts to select geological samples that represented the entire area – literally thousands of acres - in ten minutes. He used teaching methods that developed the students interest and enthusiasm about their learning. He provided the students with instant feedback. And most importantly, he allowed them to fail – and to learn from it. He showed them how what they had learned about geology would be used in their real world – the world they would find when they were on the moon. Tell me, I forget, Show me, I remember, Involve me, I Understand!

The evening was topped off by a speech from Lee Silver himself. Dr. Silver said he didn't understand why we were so excited to hear from him and that his experience with the Apollo missions were nothing out of the ordinary -- he was just doing his job -- he was facilitating the process of learning.

All of us became learners again that week. My light bulb was turned on several times but I remember when one of the most basic questions of spaceflight was presented. Why is an astronaut weightless in shuttle orbit around the earth? My first response was simple -- because there is no gravity. Well, then why is the shuttle, or a satellite, or the moon in orbit? Well, the simple answer is because of gravity. My whole knowledge of space was released into the solar system in one big bang. The answer is simple...when you are in orbit, you are freely under the influence of gravity ... you are falling towards the earth at 17,000 mph. But since

the earth is round, orbiting at 250 mi above the earth's surface, you are actually falling around the earth. What a concept! What an adventure!

The space race began in 1957 with Sputnik and was pushed forward by John F. Kennedy's words in 1961, "I believe this nation should commit itself, before this decade is out, to landing a man on the moon and returning him safely to the earth... we choose to do these things not because they are easy, but because they are hard." How many people believed that the United States could complete JFK's challenge in 1961? Space travel was the science fiction dreaming of HG Wells and Jules Verne. But a young man by the name of Werhner von Braun, the lead player in the German Rocket team that came to the United States after WW II, never gave up. His development and testing of the Saturn V rocket proved that we could get to the moon. One of my favorite quotes from von Braun exemplifies his dedication to such a seemingly insurmountable task when he said, "I have learned to use the word impossible with great caution." I hope that each and every one of us as professional educators will continue to use the word impossible with great caution!



As a learner, I had a chance to share my knowledge about space camp with over 1000 students elementary students this past year.

Dreaming Change: National Teacher Forum 2000
Washington Court Hotel, Washington, DC

Wednesday, October 11 – Friday, October 13

Participants in the National Teacher Forum arrived in Washington, DC for the 2000 National Teacher Forum. Formal state photos were taken and teachers gathered by grade level and subject areas to meet each other prior to the sessions beginning. Hector Ibarra, West Branch Middle School and Tom Paulsen, Iowa Ambassador for Education attended the forum.

The Forum officially began with a welcome by Terry Dozier, Senior Advisor on Teaching to Secretary of Education Richard Riley. Following the welcome, participants heard remarks from Marilyn Reznick, A T & T Foundation and Forum Sponsor; and an address from The Honorable Richard Riley, Secretary of Education; and Sharon Nelson, Teacher-in-Residence, United States Department of Education.

Terry Dozier's remarks challenged each and every one of us as teachers to truly become teacher leaders. She said, "Teacher leadership must become a reality if we are going to effect teaching and learning." She went on to say, "Unless we are part of the dialogue, we will never be successful. We can't expect legislators to do what we want if we stay silent." And remember, we do have an advantage as teacher leaders. Dozier said, "policymakers do want to hear from us. We have instant credibility with them."

Following the introductions and remarks, teachers were assigned a focus group based upon their interest areas. At the end of the initial focus group, each teacher was asked to take ten minutes to write their vision for change in education and one step they were going to take to make that vision a reality. Visions were

titled and collected by the group facilitators and then categorized for follow-up focus groups. My Dreaming Change Vision was as follows:

Name: Tom Paulsen – Iowa

One sentence summary of change I would like to see occur:

I would like to see teachers continue to implement collaboration and integration of Vocational and Academic Curriculum PK-12.

What one step (or steps) will I take to implement that change?

I will begin by working with teachers who wish to work with me cross-curricularly

Take my successes to school administrators, parents, and the school board

Get approval to make serious change in the organizational structure of our schools and teacher schedules to allow more collaborative efforts between teachers and curricula.

After my Vision Statement was categorized into the Instruction group, I was able to share my Vision with others with similar ideas. The topic areas in my focus group included:

Keeping Electives in High School Programs

Teaching Parenting Skills for Juniors and Seniors

Extended Computer Technical Training for Teachers

Removing the Stigma of Vocational Education

Increasing the Perception of Vocational Education for all Students

Learning for the Love of Learning, Not for a GPA

Vocational and Special Education Funding PK-8

Teaching Real World Problem Solving Skills

Motivating Teachers to provide more Hands-on Learning Activities

Making Classroom Instruction Dynamic and Meaningful

Creating an Atmosphere where Students Take Full Advantage of the Opportunity to Learn

Elementary Educators Competent in Teaching Science

After a lengthy discussion of our visions, our group came to the basic conclusion that to be effective teachers, we must integrate our curriculum with the real world of the student. We must be able to create an atmosphere where students understand the importance of the curriculum. They must be able to see a way that it applies to their real world!

CASE STUDIES: CAPTURING THE DREAM and AFFECTING CHANGE

Our Thursday sessions allowed us the opportunity to relate our visions through various case studies presented by current practitioners. Forum attendees heard from Larry Hurt, Teacher at Ben Davis High School in Indianapolis, IN; Tom Howe, Teacher at Monona Grove High School in Madison, WI; and Diane Crim, Teacher at Clayton Middle School in Salt Lake City, UT.

Tom Howe shared with us his local High School's Sharenet Program. Sharenet was a way that Howe thought he could make a difference for rookie teachers who were "drowning" as well as for seasoned veterans who lacked the "fire in the belly" for teaching. From his presentation:

In the past five years we have organized many Sharenet sessions on a wide range of topics. We start off by asking teachers (via brief questionnaire at the beginning of the year) if they would like to present a session or if they would like to attend a repeat of any of the sessions offered last year. We then review the questionnaires returned by staff, contact those who would like to present and those whose previous presentations were widely requested again. By October, we've usually got nine or ten sharenet sessions penciled in for the year, and our only

remaining job is to advertise the sessions, reserve the library and make plenty of coffee and cookies!

Typically sharenet sessions are offered after school one day and then again before school the next day in order to accommodate staff members various schedules. By advertising on in-school announcements and placing flyers in staff's mailboxes we get about 10 teachers to attend each session. However, we've found that personally inviting teachers to attend is the best way to get folks to come to the sessions and make the program really work. After a 30-minute presentation, the floor is open for questions and the discussions that follow are invariably stimulating and productive. Frequently we end one session with someone remarking, "We really ought to do a sharenet session on..."

For more information on sharenet, email: smith@mononagrove.org

Larry Hurt, the 1999 Indiana Teacher of the Year presented on his personal theme of "Finding Your Voice" and "Becoming and Remaining a Passionate Teacher." As an art teacher, Larry was able to utilize famous artwork to describe and inspire teachers about their profession. For more information on Larry Hurt's message, email Larry at: Lhurt@indy.net

Diane Crim was the final Case Study presenter of the panel. Diane was the 1999 Utah Teacher of the Year and a middle school mathematics instructor. Diane told us all to, "Remember the importance of Dust." The dust that she talked about was the dust from the chalkboard that we wear proudly on our clothes as we work with children. Diane reminded us of the Dr. Suess story of the Lorax. The following is from the concluding page of the story:

"But *now*" says the Once-ler,
"Now that *you're* here"
the word of the Lorax seems perfectly clear.

UNLESS someone like you
Cares a whole awful lot, nothing is going to get better.
It's not.”

You (as teachers) are here today, because you are the Lorax, not for truffula trees, but for children. You speak for the children. We are the Lorax who needs to stand on the stump and holler to anyone that will listen that what happens in schools is the most important work being done in this nation.

For more information on Diane's inspiring message, email her at:

diane.crim@slc.k12.ut.us

Participants in the forum also heard from a Department of Education Panel, a Media Panel, and a Policymaker Panel. Iowa's own Speaker of the House, Brent Siegrist was a member of the policymaker panel. This panel discussed and took questions from the participants as to how the process of educational legislation works and how we as teachers need to be involved in the process.

The final responsibility of the forum participants was to develop an action plan for Dreaming Change in their own state. Hector Ibarra and I developed the following vision:

Iowa's Goal

A unified teacher voice is critical nationwide, but even more so here in Iowa. My goal is to work with former Teachers of the Year, Milken winners, and others recommended by the Department of Education to plan and secure funding for a two-day, intensive Teacher Forum that will bring together

teachers from across the state, along with the stakeholders of education here in Iowa to discuss educational issues.

The Dreaming Change Action Plan developed at the National Teacher Forum by Hector Ibarra and Tom Paulsen:

We will develop a collective teacher voice in Iowa by inviting all key stakeholders of education to a statewide teacher forum to discuss maintaining and improving quality programs and attracting and retaining dedicated, creative, and talented teachers.



Senator Grassley meets with Tom Paulsen of Carroll, Iowa and Hector Ibarra of West Branch Iowa during the National Teacher Forum held in Washington D.C.

Why Are We Here?

In the opening ceremonies of all FFA Chapter meetings, the following question is asked of its members, “FFA members, why are we here?” The response is stated in unison, “To practice brotherhood, honor agricultural opportunities and responsibilities, and to develop those qualities of leadership, that an FFA member should possess.”

This is a wonderful part of each meeting as it reaffirms to each and every member present at an FFA meeting, the importance of their membership to this organization. As Iowa educators, we all know why we are here; why we are a part of the most important paid profession on the face of this earth; but seldom do we take the opportunity to allow ourselves the opportunity to reaffirm our professional commitment to education through our own ‘Why are we here’ statement.

Why are we here? I have come to the conclusion in my travels and from talking to numerous teachers that the reason we teach is to truly say,



The following is an excerpt from Marc Parent's book entitled, TURNING STONES: My Days and Nights with Children at Risk. I believe that it will set the stage in the mind of each and every educator as we ask the question, Why are we here?"

TURNING STONES: My Days and Nights with Children at Risk

By Marc Parent

Harcourt Brace & Company

New York San Diego London

Copyright: Marc Parent

Chapter 8: Turning Stones

IT IS HOT WHERE SHE STANDS. She is old and her body feels weak. She looks out, the creases on her face, determined. A dry wind ruffles through her robes. They are black and the material is heavy. The sun heats her body beneath them. As she surveys the expanse before her, a bead of sweat threatens to drip into her eye. It is just before one o'clock in the afternoon, the sun is on the brink of its most unforgiving position. The horizon portrays a bleak wash of brown hues, a stark beauty that's not lost on the woman as she searches carefully across the immense stretch of land. There's not a green leaf as far as her eyes can see, quite a contrast to the rolling farms that decorate the wide-open spaces of Central Wisconsin. The year is 1976. The place is Death Valley National Monument, two hundred and eighty-two feet below sea level, the lowest point in the nation. The lowest place she's ever been. The woman is a nun; her name is Sister Clara. It's her summer vacation and as a gift to commemorate the hundredth anniversary of

the church back home, the parishioners scraped together enough money to send the whole convent on a month-long tour across the great southwest...

...The gals have been on the road for just over two weeks by the time the bus rolls into Death Valley.

The stop is brief. Many of the sisters, complaining about the heat, decide to stay in the air-conditioned comfort of the bus while the brave ones step out to enjoy the views and read bronze plaques describing the area's highlights and historical significance. They step lively, reading and looking out, reading again, bustling off to the next spot, gathering for a quick picture, smiling, saying cheese. Sister Clara isn't interested in plaques or pictures. She takes her time, wandering off into the landscape even as the rest of the sisters have started to board the bus. A few look back and are not surprised when they see her out past the fence that marks the trail, walking on her own with only a thin cane to steady her as she ventures along a slope and then down to a gully. She hasn't skipped a single stop across the entire country. They know what she plans to do. They don't know why but they know what..

In the gully, Sister Clara takes a little breather and flaps her robe to cool her legs. She searches again, slowly and with care, all the way out to where the sun's heat distorts the distance. The bottom of the ravine holds a wide river of stones. She smiles a little, planting her cane carefully as she steps around the bigger ones. She knows she's in the right spot.

Back at the bus, the sisters are looking at the place in the distance where Clara slipped from view. Their concern rises, predictably, and several of them trudge out to see that she's okay. They see Sister Clara as they approach the edge of the slope where she disappeared. She is crouched over and tapping against a half-buried stone. Clara feels the presence of the sisters and stops for a moment to look up at them. She flashes a small grin. She puts her hand up to shield the sun

and get a better look at the group. She dabs beads of sweat from the top of her lip with the cuff of her robe. The sisters at the top of the slope peer down without expression. They know what she's doing.

Sister Clara turns her attention back to the stone, dropping to her knees and working the soil to loosen its grip. Dry yellow dirt scoots under her nails and fills the cracks in her hands. She heaves against the stone and it rocks ever so slightly from its hold. She works the sand again and heaves another time. She grunts. The sisters on the slope look tolerantly on. She pushes and pulls again. A black outline begins to smile around the stone. Sister Clara draws in a breath and holds it as she pulls back on the stone with all her strength. It rises reluctantly, dramatically, from the earth's hold and settles in a dusty mess on her lap where its momentum tumbles the both of them sideways across the ground. The sisters on the slope gasp and make their way quickly down the ravine to help her. Before they reach her, Sister Clara rolls the stone from her legs and stands up on her own with a wide smile pressed across her red cheeks. She swats at the dirt on her robes, sending up dusty clouds that swirl around the sisters gingerly making their way to her. They stop where they are when they see she is not hurt. They wait. They know what she's doing. They know she'll be done soon.

Clara finishes batting the dirt from her robes and turns to settle her eyes squarely on the stone. It lies near the broken earth that held it for *centuries maybe*, she thinks. That makes her feel good, but she doesn't smile because she's feeling very serious. The routine has taken on a reverence since she began with the first stone outside of Milwaukee, fifty-six stops and almost three weeks ago. She leans in for a closer look. The stone is on its side. The bottom half that was held in the ground is dark and mottled. The top is flaky and parched. *Centuries maybe*, she thinks again. *Whole centuries*. She ponders this for a short time. Then she reaches down to do something *in that moment* that no other man or woman that

ever lived or died, no matter how great or powerful-no president, no king or ruler, no order of government or unruly mob-something that no person and no thing on the entire planet could ever do at that exact point in time-

She grasps the stone in her hands and turns it over...

The nuns on the bus stare blankly out the windows at the place in the earth where Sister Clara and the others had slipped from view. The ground shivers with heat. The driver of the bus is standing by the front wheel with his hand at his forehead to shield his eyes from the sun. Their faces remain calm as the heads of their fellow nuns begin to emerge above the slope, but their mouths go slack when they see Sister Clara being helped along by the others and covered with dirt. They stare out in quiet disbelief as the group slowly makes their way to the bus.

"Must've taken a fall," one of them finally says. "Lucky to still be walking," says another. "And the heat." The sisters look down to the books in their laps as Clara boards the bus. Up to this point she had been politely tolerated. But here at the end of the third week, in Death Valley California, and with the turn of the largest stone yet and the ensuing tumble across the dirt-well, she might get hurt, after all. She's the oldest one in the group. Somebody ought to say something.

Sister Clara takes her seat and the bus pulls off. Five minutes of near silence pass before one of the sisters asks loudly over the groan of the engine and for the benefit of the others on board, just what the purpose of all this might be. The sister expresses the concern of all those on board about the possibility that Sister Clara might get hurt somehow-bitten by a snake even. So why, exactly does she do it, the sister asks. Why turn a stone at each stop?

Sister Clara looks back at the gathering of troubled faces. Their heads rock with the momentum of the bus. Some have leaned into the aisle. She feels the warmth of their regard; the concern is not lost on her. She appreciates it and so she



gives them an answer, “I turn a stone so that the place is different because I have been there.” The look on their faces remains flat. She says again, louder, **“I turn a stone...so that the place is different... because I have been there.”**

In my travels this year, I have had the opportunity to ask hundreds of teachers why they want to teach or why they continue to teach. It’s not the money, the benefits, the opportunity for advancement – it boils down to just one thing – “I can and do make a difference each and every day in the life of a child.”



As a follow-up to this discussion, in every presentation this year, I have asked the audience to participate in a quiz. What’s a teacher-presentation without a quiz anyway? The quiz that I gave was originally presented by a Coca Cola Executive at the International Space Camp in Huntsville, Alabama. Please take the quiz and Good Luck!

It’s Quiz Time: Can you answer 3 of these questions?

1. Name the 5 wealthiest people in the world.
2. Name the last 5 Heisman trophy winners.
3. Name the last 5 winners of the Miss America pageant.
4. Name 10 people who have won the Nobel, Pulitzer, or World Food prize.
5. Name the last half dozen academy award winners for best actor or actress
6. Name the last decade's worth of World Series winners.
7. Name ten of last Olympics’ gold medal winners.

How did you do? Not very well? Let's try again. Here's another quiz.

1. List a few teachers who aided your journey through school
2. Name 3 friends who have helped you through a difficult time
3. Name 5 people who have taught you something worthwhile,
4. Think of a few people who have made you feel appreciated and special
5. Think of 5 people with whom you enjoy spending time
6. Name a half dozen heroes whose stories have inspired you

The point is none of us remembers the headliners of yesterday. And these people I asked you about are no second rate achievers. They are best in their fields. But the applause dies. The achievements are forgotten. Accolades and certificates are buried with their owners.

But teachers make a tremendous impact on their students each and every day. A teacher never knows where their influence ends. Each and every teacher I have met this year is truly a Teacher of the Year for many of the students they see each and every day.

Just For Fun

But seriously, why do you teach?

...well, to help your thought processes along this today --it just so happens that in my right hand, from the home office in Carrollton, IA, I have today's "Top Ten List." Today's category is "The Top Ten Reasons to Teach":

10. Eating school cafeteria food for the rest of your life

9. Reaping the rewards of class time confiscation and having a working cell phone, beeper, a robotic poo-chi and all the latest technological advancements.
8. Being written up in medical journals for the size and elasticity of your kidney and bladder.
7. Always being "jiggy with it" or P-H-A-T fat, and up on the latest, most current expressions and teen fashion.
6. The ability to gulp down an entire lunch in 2 min., 18 seconds.
5. Working with hormones with feet.
4. For you seasoned teachers: Keeping the sons and daughters of former students who ridiculed you in school for detention.
3. A bell that tells you when to start the next round.
2. Getting to see your name printed on various pieces of school furniture.
1. You can and WILL make a difference in the life of a child!

PARADOX OF OUR TIME IN HISTORY... was shared with me by the 2000 North Carolina Teacher of the Year, from an anonymous source.

The paradox of our time in history is that we have taller buildings, but shorter tempers; wider freeways, but narrower viewpoints; we spend more, but have less; we buy more, but enjoy it less. We've been all the way to the moon and back, but have trouble crossing the street to meet our new neighbor. We've conquered outer space, but not inner space; We've cleaned up the air, but polluted the soul; We've split the atom, but not our prejudice. These are the times of tall men, and short character, steep profits and shallow relationships. These are times of world peace, but domestic warfare. These are the days of 2 incomes, but more divorce; of

fancier houses, but broken homes. It is a time when, YES,... there is much in the showroom window and nothing in the stockroom; a time when technology brings us a world of information, and a time when YOU can choose to make a difference, or to just hit delete...Fellow TEACHERS, YOU make this difference!!

I have had the opportunity to see teachers in action all over this great state of Iowa, and I have had the opportunity to discuss educational issues with my colleagues from across this county. I have had a handshake from the Governor, the President of the United States and numerous community leaders in Iowa. But the most important thing I have had the chance to do was be thanked for visiting Iowa classrooms this year. The chance to see ordinary teachers involved in a profession that they love. With these experiences in my mind, I have come to the conclusion that one thing that is “Right With Education in Iowa” is that our ordinary is truly **EXTRAORDINARY!**

ORDINARY TEACHERS...

Why are we here – as teachers, as professionals, as colleagues?

Why do we work so hard for kids? Why do we do these types of activities? We are all just ordinary teachers!

Sigmund A. Boloz (c) 2000- said this of ORDINARY TEACHERS...

It takes the courage of an ordinary teacher
to dig ever deeper, to live through the difficult, the complex and
the controversial challenges, dilemmas, and frustrations of their
everyday lives

and yet to keep searching.

It takes the courage of an ordinary teacher

to dig ever deeper, to endure the immeasurable inventory of reforms,
the newest fashionable curricula, the broken promises of many
educational solutions, the countless costly silver bullets, the
endless list of easy answers
and yet to keep searching.

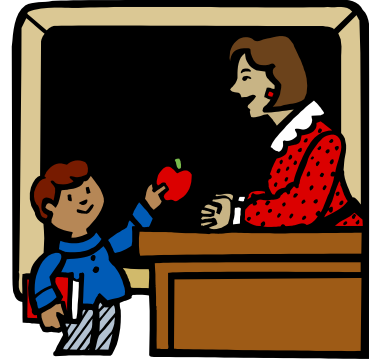
It takes the courage of an ordinary teacher
to dig ever deeper, to be pushed to the limit of human endurance
by unimportant and irrelevant workshops,
by information and paperwork overload,
by the flood of tests and standards,
by curriculum committees and team meetings,
by the ever shrinking clock that leaves little time to care
and yet to keep searching.

It takes the courage of an ordinary teacher
to dig ever deeper, to endure the troublesome parents, the troubled
children, To outlast the frustrating days that come too often in the
real world, in real school, in real classrooms
and yet to keep searching.

It takes the courage of an ordinary teacher
to dig ever deeper,
to serve so many masters and yet to strive to be purposeful and thoughtful,
to be excited by change,
to find joy even in the light of one student's eyes
and to remember to pay attention to the fundamental reason that you went into teaching
in the first place

the students and the learning
and yet to keep searching.

Yes, it takes the courage of an ordinary teacher to dig
ever deeper,
the extraordinary courage of an ordinary teacher.



Comments From Teachers

- We as teachers do make a difference every day we go to work, and it's hard, but that's why I keep coming back.
- Thank you for reinforcing the reason we do this. I hope all teachers remember the reason they went into this profession in the first place.
- We all have room to improve, but all-in-all, I believe that we truly do touch the future because we teach!
- I don't do this for the money, I do it for the kids!
- The average person doesn't realize the amount of work we put in over nine months working with children. But I'll be back next year because of the kids.
- I began in this profession thinking I was going to change the world. I haven't changed it yet, but I have made a world of difference for many of the children I teach!
- I don't have any children of my own, my students are my children and I do this for them!

A Graduation Letter to Her Students, from Linda Hanson, Garner-Hayfield High School

Congratulations! You have attained one of the many important milestones in your lifetime. You have obtained the basic knowledge that you will need to survive in our society today. I said that you have reached one of the milestones in your lifetime: there will be others equally important or even more important to you. What this means is that life will be a continual learning process for you. If you recognize that and seek to use those opportunities, you will benefit from the process on a personal and social level.



Remember - the wise person sees obstacles as building blocks, not as stumbling stones. You have the basis for your successes right before you: it is the canvas on which you will paint the picture of your life. You are your own artist: no matter what happens to you in your lifetime, the manner in which you handle those successes, failures, joys, or disappointments will have a direct and immediate impact on the outline of your masterpiece. Your brush is your character and values. The strength of this brush will determine the overall picture you create. If the brush is frayed or of poor quality, the picture it will paint will be lacking in quality also. Hold fast to the values that will enrich your life, regardless of the conflicts you will face in remaining strong in your convictions. Attitude always affects altitude. The colors on your life's masterpiece will be varied. The reds will represent all the joys you experience. They will add vibrant hues that make the viewers smile. The yellow represents the laughter. Be sure to use that color every day, but never let the laughter be malicious and directed at another. If that happens, the yellow will discolor the rest of your picture and distort the view others have of you. The pink will symbolize the love you give and receive from your relationships. Treat the people with whom you deal kindly. You will never know

when any of these relationships will become vital to your existence. The Golden Rule is always one rule to follow.

Green is the new opportunities you will face that will allow you to grow. Sometimes that green growth will force you to stretch and move in directions that are uncomfortable or unfamiliar. Even plants frequently need to be repotted or they become root bound; don't let this happen to you. Blue, the color of the sky, is the color of your dreams and goals. Build your castle in the sky, but don't forget to build the foundation on solid ground. Always look up and forward; if you live your life in the past, you will never see the present or your future.

The orange on your palette is the frustrations that you will face, almost daily it will seem. Don't let them become the primary color in your masterpiece. Handle them and move on. Brown is the color for failures. No one is always successful. Failure can be the best teacher that you will ever have. Gray is the color of indecision. You will have times when you will question what to do, but do not let this prevent you from making a decision. Remember - not making a decision is the same as making a decision. Move forward bravely.

Purple, the color of royalty, is emblematic of your friends. Choose your friends wisely. A good friend is to be valued above gold. Friends will be there when your world seems bleak and hopeless. They will be there when your life is filled with sunshine; they are a true blessing. Never abuse a friendship; it is too precious to lose.

Finally, black is the color of tears and sorrow. While I do not wish this for you, know that this will also be a force in your lifetime. Do not be afraid to cry or to share your sorrow with another. Tears are healing. The sharing of a burden lessens the load. You now have a full palette to create your future masterpiece. You alone are the artist of your future. Believe in yourself. You know the basics; now you have to go forward. I know that I will see beautiful works of art from

you. You possess it all - education, talent, determination, and, most importantly, heart. Trust your own individual style. Go out there and become the Picasso of your own life and make it beautiful. You CAN do it. I hope that your life is filled with only the best. Remember that this is not the end, but only a beginning. Take care of yourself. You are special and precious.

Linda Hanson

Issues in Iowa Education

We are facing a potential teacher shortage in Iowa and nationwide that will be extremely critical over the next ten years. This impending shortage will affect each and every person in this country if we do not do something about it in the near future. Discussion of this issue has been prevalent in educator circles over the past few years, but recently made it into the headlines and political scene. Why are fewer people choosing the education profession, and why are more people leaving it? The following article by Paula M. Evans entitled, “When I Grow Up, I Don’t Think I Want To Be a Teacher...” gives us all points to ponder about the growing teacher shortage in this country.

“When I Grow Up, I Don’t Think I Want To Be a Teacher...”
from Education Week

By Paula M. Evans

“The paradox of getting more done by freeing up teachers to decide what they will do rather than putting pressure on them to perform, is based on a universal human truth. Leadership which taps the creativity of those who are at the center of the project, whatever it is, will always do better than leadership that uses its authority.”

-Harold Howe II

When I began my teaching career in the late 1960s, I found many opportunities for learning, innovating, and creativity. As a teacher, I felt like a critical person in the life of the school and believed that I made a difference, that my teaching would, in some significant ways, change students’ lives. I worked in a school where we regularly asked ourselves: What am I choosing to teach and why? To what end? How will I know I have succeeded?

My school doesn't need to be romanticized. It wasn't a "collaborative community." There wasn't coherence across the entire curriculum for 2,800 students; some received a better education than others. But we as a faculty were working towards a more effective schooling. We held ourselves accountable to each other and to our students. Our conversations were about teaching-content, pedagogy, and assessments were often heated and intense. For the last ten years of my teaching career, I never taught alone. I team-taught in a variety of configurations that allowed me a stream of feedback about my own teaching and the chance to create exciting curriculum and programs for students. I was never under the illusion that teachers were revered-I just looked at my paycheck-but I did feel that the community was entrusting the education of its children to those of us who had made the commitment and fulfilled the requirements to teach.

Things have changed. Who wants to teach now? The shortage is such that each year our schools have to hire 50,000 "teachers" who are not fully trained or certified for the jobs they are filling. For my part, I find it harder and harder to convince bright young people to consider teaching as a career. Applications at some of our elite teacher-training programs are down. Prospective teachers are reading the newspapers carefully. They are listening to state and federal policymakers-and to the president of the United States. They get the drift.



The drift is that we've given up on teachers. We have decided that they no longer have the wherewithal to determine curriculum and programs, let alone their own professional development. They can't imagine high standards that challenge all students. They have little, if any, grasp of subject matter. We have determined that they must be given highly structured, carefully scripted materials (presented in

mandated workshops), which they take back to their classrooms and implement according to specific guidelines. Districts pay large sums of money for school and classroom “designs” that dictate the scope and sequence of programs and curriculum and that make clear claims to raise test scores. Thomas Sergiovanni must have been way off base when he wrote in *moral leadership*: “Like other professionals, teachers cannot become effective by following scripts. Instead, they need to create knowledge in use as they practice...knowledge does not exist apart from teacher and context.”

We’re sending a message: Teachers don’t need to ask hard questions about their own work, or learn from each other in their own school community, or continuously raise the stakes *for themselves*. In fact, they need not be learners, merely followers. The conversation in many schools is no longer about the best way to teach writing in 3rd grade, or how to present thoughtful dilemmas in high school history, or ways to connect science to local environmental issues. Instead, the conversation, if there is one, revolves around which goal-linked to which academic standards, linked to which mandated frameworks-you are teaching this week and how you will prepare your students for the next set of high-stakes, standardized tests. If you teach 6th grade mathematics in Illinois, you are faced with five goals, 19 standards, and 84 frameworks-and that’s only in mathematics, and does not include the district or individual school standards.

Many policymakers and legislators seem to agree that teachers do not hold themselves to high standards and are to blame for our educational failures. They have decided that others, who live and work outside of schools and presumably have much higher expectations, will tell those who work in schools what the standards, curriculum, pedagogy, and assessments must be. They want teachers to become technicians who will be able to follow directions very well. They assume that this will improve students scores on standardized tests. Teachers who find

themselves in schools where students still don't score well will be asked to leave. Governors and state officials routinely threaten to close schools or take them over if student scores don't improve significantly. Close the school. Remove the faculty. Then what? Will hordes of talented people be waiting in lines to fill the openings?

My questions: Who, particularly among our best and brightest, would want to become a technician in such a field-following frameworks that are the antithesis of the higher-order reasoning we claim we want all students to master? How are educators to teach students to problem solve and to address complicated questions, when they themselves must concentrate on mandated texts and tests? "A truly professional teacher" as Harold Howe II noted in these pages some years ago, "does not want to be told what or how to teach. Making decisions on such matters is the essence of academic freedom that accompanies professional standing." (See Education Week, Commentary, July 13, 1994.) As we strip teaching of its professional potential, we need to ask: Where will our next generation of teachers come from? Will they come at all? How will we attract a new generation of top-notch teachers for the new millennium?

The following statistics have gotten the attention of the policymakers, not only in Iowa, but nationwide. Several studies have brought these issues to the forefront for the general public. These statistics are not only frightening, but have set the stage for new legislation in Iowa.

**B.E.S.T. Mentoring Program Rational Based on Retention of
New Teachers
(Information Provided by ISEA)**

National Statistics on Retention of New Teachers

- **Nearly 9% do not complete their first year of teaching.**
- **30% leave within the first 5 years.**
- **50% of new teachers leave the profession within the first 7 years of their career.**
- **The teachers who leave are often the most talented and academically gifted.**

Iowa Statistics on Retention of New Teachers

- **Nearly 18% of new teachers do not start a second year of teaching.**
- **28.1% leave in the first three years.**
- **40% will be eligible to retire by 2010**

A Talented, Dedicated and Well-Prepared Teacher in Every Classroom

<http://www.ed.gov/PDFDocs/speakerskit.pdf>

It is difficult to measure directly the quality of teaching in our nation's classrooms, but a number of indicators demonstrate serious problems with the way we recruit, prepare, license, and support teachers. The 1996 report of the National Commission on Teaching and America's Future (NCTAF) identified five major barriers to successful education reform that relate directly to the quality of teaching in America.

The Current State of Teaching in America: Five Barriers to Increasing Student Achievement

1. Painfully Slipshod Teacher Recruitment and Hiring Practices
2. Seriously Flawed Teacher Preparation
3. Unenforced Standards for Teachers
4. Inadequate Support for Beginning Teachers
5. Lack of Professional Development and Rewards for Knowledge and Skills

Types of Shortages

1. Teachers in High-Poverty Communities
2. Math, Science, Bilingual, Special Education, Special Education, and Foreign Language Teachers
3. Teachers in Regions with Rapid Enrollment Increases

4. Teachers of Color

The Coming Crisis

While confronting the challenges that we currently face in ensuring good teaching, the united States must prepare for even greater challenges that lie ahead-challenges of quantity, quality, and equity.

Quantity: More Than 2 Million Teachers Needed
Over Half Will Be First-Time Teachers

Quality: Teachers Must Know and Do More Than Ever

Equity: Shortages of Qualified Teachers Will Be Most Severe
In High-Poverty Communities

Daunting Challenges

1. Racial, Ethnic, Cultural, and Religious Diversity
2. Expectations for Educating Students with Disabilities and Special Needs in Regular Classrooms
3. Many Students Who Lack Basic Proficiency in English
4. Students at Risk Because of Adverse Conditions at Home
5. Students in Crisis
6. Use of Technology
7. Responsibility to Provide Leadership in Schools

In urging our nation to focus on teacher quality, the United States Department of Education issued a number of challenges to educators, states, and school districts.

Challenges to The Higher Education Community

1. Make Teacher Preparation a University-Wide Priority
2. Develop Stronger Links Between Colleges of Arts and Sciences and Colleges of Education
3. Develop Stronger Links with Local Schools
4. Be Accountable for High-Quality Teacher Preparation

Challenges to the States and Local School Districts

1. Phase Out Emergency Licensing
2. Raise Teacher Salaries; Pay for Knowledge and Skills
3. Create Demanding but Flexible Certification Processes
4. Allow Portability of Credentials, Years of Experience, and Pensions
5. End Out-of-Field Teaching
6. Support New Teachers
7. Reform Professional Development
8. Improve Hiring Practices

Department of Education Strategies to Improve Teacher Quality

1. Strengthen the Recruitment, Preparation, and Support of New Teachers
2. Strengthen Standards in the Profession
3. Improve Professional Development
4. Strengthen School Leadership
5. Support Research, Development, and Dissemination
6. Increase Awareness and Measure our Progress

What are the Next Steps? (Questions to Ponder)

1. For Communities

- a. What is our community doing to ensure that high-quality teachers are recruited?
- b. Are new teachers in our community well-prepared?
- c. Does our state have rigorous, performance-based assessments for teacher licensing?
- d. Are the teachers in our school certified to teach their subject areas?
- e. Are teachers in our schools assigned to teach their subject area of expertise?
- f. What are our schools doing to support beginning teachers?
- g. What are we doing to encourage and reward good teaching?
- h. Do we provide teacher salaries that are competitive?
- i. What do our schools do to support teachers' professional growth?
- j. What are we doing about teachers who are performing poorly?

2. For Teachers

- a. What role can I play in recruiting talented individuals into the profession?
- b. What could I do to ensure that prospective teachers are well prepared for the challenges of the classroom?
- c. What role can my colleagues and I play in the hiring of new teachers?
- d. How might I ensure that beginning teachers receive the support they need?
- e. What could I do to help my colleagues improve their practice?
- f. What could I do to help ensure that teachers are given the opportunity to grow and to develop as professionals?

- g. How could I open my own practice to examination and improve my own practice?
- h. What could my colleagues and I do to ensure that excellence in teaching is encouraged and rewarded?
- i. What role should teachers play in addressing poorly performing teachers?
- j. What is one thing I can do, or one step that I can take, to ensure that there is a talented, dedicated, and well-prepared teacher in every classroom?

3. For Colleges and Universities

- a. How strong are our partnerships among K-12 educators, colleges of education faculty, and arts and sciences faculty?
- b. Do we have a coherent plan to recruit talented individuals from diverse backgrounds?
- c. Do we have a formal admissions process that supports our goal of recruiting people who are serious about teaching?
- d. Do we provide a core curriculum to all prospective teachers that is tied to student content standards and to standards for teaching?
- e. Do our teacher preparation programs integrate theory and practice?
- f. Do we require prospective teachers to gain multiple experiences in K-12 schools under the tutelage of master teachers?
- g. Do we ensure that our candidates learn strategies for dealing with the realities of today's classroom?
- h. How do we measure the knowledge and skills that pre-service teachers have gained through our programs?

- i. Do we support our graduates once they begin their teaching careers to ensure their success?
- j. Do we prepare principals to be instructional leaders able to support the teachers in their schools?

4. For School Administrators

- a. Is professional development sustained, intensive, and an integral part of a teacher's regular work day in our school?
- b. Do we focus on giving beginning and experienced teachers the tools they need to deliver a high-quality education to every child?
- c. Is our professional development based on research and best practice?
- d. Do we incorporate multiple forms of learning for our staff as group study, action research, self-study, and curriculum development?
- e. What kinds of opportunities do we provide to help teachers develop leadership skills?
- f. To what extent is our professional development connected to student standards?
- g. How far have we gone from the deficit model-"teachers need to be fixed"-to the growth model that seeks to build on teachers knowledge and skills?
- h. Who plans professional development and determines its focus?
- i. Are professional development opportunities part of a coherent, long-term plan for improving teaching and student learning?
- j. How much time and other resources are we devoting to professional development?

- k. When we evaluate our professional development, are we trying to document a positive correlation between increased teacher effectiveness and improved student achievement?

5. For Business Leaders

- a. Do we spend time in teachers' classrooms, sharing our personal expertise and gaining an understanding of teaching and schools?
- b. Do we have training sessions to which it might be appropriate to invite teachers and principals to attend with our employees at our business site?
- c. Do we host at our business site and help to fund on-going professional development opportunities for teachers and principals?
- d. Do we provide summer "externships" through which teachers can learn how to help their students make connections between what they are learning and its value in their lives beyond school?
- e. Do we support or initiate educator recognition programs in our community to publicize good teaching?
- f. Are we advocates for high-quality, sustained professional development for all teachers and administrators, extra support for beginning teachers, increased teacher salaries, and strong standards for entering the profession?
- g. Do we insist that communities be provided information on their teachers' qualifications in order to raise awareness about the importance of hiring qualified teachers?

6. For State and Local Policy Makers

- a. Do we collect the data we need to develop informed responses to our teacher quality challenges?
- b. Do we have a comprehensive strategy for recruiting and preparing the kinds of individuals we need into the teaching profession?
- c. Do we hold institutions of higher education accountable for high-quality teacher preparation?
- d. How many of our teachers are not fully qualified to teach? What reforms could we implement that would end the practice of granting emergency licenses?
- e. How confident are we that our standards for entering the profession ensure that teachers have the content knowledge and teaching skills they need to be effective?
- f. Does the level of our teacher salaries allow us to recruit and retain high-quality teachers in all our schools?
- g. Do we allow the portability of teaching credentials, credited years of experience, and pensions so that teachers can move to districts where they will be most needed?
- h. Do our hiring practices allow us to hire strong candidates well before the school year starts?
- i. How many of our teachers are teaching out of field?
- j. Do we have long-term induction programs to help new teachers succeed?
- k. Do we provide stable funding for professional development that is sustained, intensive, and allows teachers and administrators regular time to collaborate?

For a web-based copy of this entire report, go to:

<http://www.ed.gov/PDFDocs/speakerskit.pdf>



Teacher Voices 2000: A Survey on Teacher Recruitment and Retention

October 2000

The Need to Keep Good Teachers

This decade, American public schools will need to hire more than two million new teachers. The United States Department of Education reports that “while there is no universal shortage of teachers nationwide...teachers are not always in the communities and fields where they are needed.” (United States Department of Education, “A Talented, Dedicated, and Well-Prepared Teacher in Every Classroom: Information Kit.” September 1999) Serious teacher shortages exist in communities with high poverty rates; in particular academic disciplines such as math, science, special education, bilingual education, and foreign languages; in many rural areas; and in certain geographic pockets. Headlines from the nation’s newspapers bear this out.

“Lots of Students, Not Enough Teachers.”

Christian Science Monitor, 9/15/98

“Need Seen to Recruit Retired Teachers: Supporters Say Bill Offers Incentives”

Boston Globe, 6/25/00

“Pataki Focusing on Social Programs, Asks for Teacher Incentives”

New York Times, 1/6/00

“Report Shows City Hurting for Teachers...”

Philadelphia Inquirer, 1/20/00

Teacher Drought May Worsen...Officials are getting creative”

St. Petersburg Times, 5/7/00

Even as school districts mobilize to address these shortages and attract qualified teachers, teachers are leaving their positions in growing numbers. The nonprofit organization, Recruiting New Teachers (RNT), reports that the United States will lose almost half of the teaching force due to retirement of the Baby Boom generation over the next ten years. (Recruiting New Teachers. “Field Facts.”

<http://www.rnt.org/facts/index.html>). This expected wave of retirement will hit at a time when school enrollment numbers will be on the rise. And as an older generation of teachers retire, a younger generation is becoming increasingly less likely to remain in the teaching profession...

Scholastic Inc. is convinced that the observations, opinions, and recommendations of master teachers on the subject of recruitment and retention are of immeasurable value. To guarantee that the voices of these teachers are heard, the company commissioned a survey to which 400 National and State Teachers of the Year responded. The first-of-its-kind Teacher Voices 2000 Survey, the results of which are the subject of this report, was conducted by the Council of Chief State School Officers (CCSSO) in the Spring of 2000.

Key Findings

For the Love of Teaching: The Decision to Teach

The respondents share a lifelong, unwavering and enthusiastic commitment to teaching; most would make the same career decision again and would encourage family members and students to become teachers.

Finding Good Teachers and How We Can Keep Them: Observations and Recommendations

The debate over whether America is experiencing a shortage of qualified teachers ignores the realities being observed by the nation's top classroom educators. Teacher shortages exist and have negative consequences.

The recruitment of qualified teachers is the responsibility of our entire society.

Financial incentives and efforts to improve the perceived status of teachers must be used to help solve recruitment problems.

School administrator support, peer support, mentoring, and professional development programs will help retain beginning teachers.

Veteran teachers need school administrator support, better pay, leadership responsibilities, and career growth opportunities.

For a web-based copy of this entire report, go to:

[Teachers Voices Survey 2000](#)

Comments from Teachers

- We need to provide adequate compensation as well as an inviting working environment.
- We need to keep pushing the general public as well as the legislature or we will be in serious trouble.
- I am afraid we won't be able to find any teachers to teach here five years from now.

Here in Iowa, we have been having discussions regarding these two previous studies for several years. In the last election, politicians on both sides of the aisle, as well as the governor's office made commitments to education. The results of these efforts and discussions are the new Student Achievement and Teacher Quality Program. Below is an overview of the plan as presented in Education Week Magazine.

May 16, 2001

Iowa Approves Performance Pay For Its Teachers

By Julie Blair
Education Week

Lawmakers in Iowa discarded their traditional teacher-compensation system last week and voted to replace it with one that would pay educators based on their performance in the classroom and students' achievement, rather than on the number of years spent teaching. The \$40 million package, believed to be the first of its kind in the nation, not only would radically alter the statewide salary structure, but also would articulate standards for educators, reinvent the evaluation system, and outline a teacher-bonus plan. That plan would allocate cash rewards for teachers and others employed in schools whose pupils showed improvement on assessments.

After nearly dying earlier this spring, the measure was passed last week by both chambers by substantial margins, but still must be signed into law by Gov. Tom Vilsack. Though one of the policy's main architects, the Democrat has not said whether he will sign the measure, which many members of his party opposed.

Republicans, however, ensured its passage. "We needed our teachers to be paid competitively compared to the states surrounding us, and we wanted to be sure there was opportunity and accountability in the system," said Sen. Nancy Boettger, the Republican chairwoman of the Senate education committee, an educator herself.

But critics maintain that the plan is deeply flawed.

"The biggest problem is that there is no sustained, stable supply of money to keep this going," said Jolene M. Franken, the president of the 32,000-member Iowa State Education Association, an affiliate of the National Education Association. "It really puts school districts in a bind because the bill states that any money not provided by the state has to be provided by the school district."

Furthermore, the complicated system will take so long to implement, Ms. Franken argued, that a majority of Iowa's 34,000 teachers will not receive the substantial raises lawmakers intended to give them until years after the plan goes into effect.

Only a handful of districts and public schools have adopted so-called pay-for-performance models. Last May, the 44,000-student Cincinnati school district was the first locality to put such an effort in place. A voluntary pay-for-performance system has been up and running

in Douglas County, Colo., since the early 1990s, and Denver launched a pilot program in 1999. (["Cincinnati Teachers To Be Paid on Performance,"](#) Sept. 27, 2000.)

Four Steps to Top

Iowa's compensation plan aims to recruit young stars to the state and retain talented veterans by rewarding their hard work with better pay and opportunities to advance their careers quickly, said Ted Stilwill, the director of the Iowa education department, who helped craft the proposal. Such incentives would ultimately lead to higher student achievement and stave off a teacher shortage, state officials believe.

The system, which would be mandated statewide in 2003, is based on what lawmakers have termed "a four-step career path," and would increase the minimum salary for beginning educators from \$23,000 to \$28,000, Mr. Stilwill said.

The plan would require that teachers be given at least minimum raises as they moved up the ranks. At the least, teachers at the top of the salary schedule would make \$41,500 annually. Some of the lowest-paying districts in the state pay top teachers about \$33,800 under the current system, according to a survey by the teachers' union.

Teachers already in the Iowa public schools would be phased into the compensation plan in 2003 at the second step of the career level without a change in their pay, Mr. Stilwill said. Any of Iowa's 374 school districts could volunteer to participate in the plan starting this coming fall—and receive the higher salaries immediately—but it is unlikely that any would do so, he said.

Under the system, Mr. Stilwill said, beginning teachers would take part in an induction program and be assigned mentors for two or three years. At the end of that time, they would each be given a comprehensive evaluation with the goal of earning a permanent license.

As envisioned by the plan's authors, the teachers ideally would move through the next three stages within the next three years. Such determinations would be made during comprehensive reviews conducted by district administrators, and, in the final step, by a regional team from outside the school district. Lawmakers outlined eight broad standards to be used in the evaluations. Educators would, for example, have to prove that they had mastered the subjects they teach and classroom discipline. The education department would be responsible for fleshing out the details, Mr. Stilwill said.

The standards are the first statewide education benchmarks of any kind to be enacted by the Iowa legislature, which historically has left such definitions to local districts. Iowa, for instance, is the only state without uniform academic standards for students.

Comprehensive evaluations of teachers would be conducted every five years, or more often if requested by educators, according to Mr. Stilwill. Annual assessments would also be administered, but only in order to target professional development for teachers. Evaluators

would be required to go through extensive training to ensure that assessments of teachers were fair and meaningful, Mr. Stilwill said.

The final portion of the compensation plan, to be piloted in six schools this coming fall, would reward school employees with cash bonuses if students showed improvement schoolwide. Local districts would define what constituted improvement and decide which measures to use to gauge gains.

Currently, advancement in the salary schedule is based on the number of years spent teaching, college credits, and advanced degrees earned.

"Most of the graduate courses people in Iowa take are not directly connected to their work as a teacher," Mr. Stilwill said. "The new plan will ensure that professional development directly supports teaching."

No Selling Point?

Opponents of the system, however, say it would be just as expensive as, and more cumbersome than, the one already in place.

"It will take anywhere from two to seven years for teachers to realize any money from this plan," said Ms. Franken of the teachers' union.

Midcareer professionals or veteran teachers who were phased into the system, she said, would essentially have their salaries frozen until busy administrators could take the time to provide the comprehensive evaluations required for the teachers to move up the career ladder. Moreover, unless all educators within one school were initially assessed and advanced within the same time frame, the system would be unfair, Ms. Franken said.

Those points are true, Mr. Stilwill said, but once the plan was implemented, teachers would have the opportunity to advance within the salary schedule at their own pace. A talented educator could be earning top pay within five years, the schools chief said. Under the old system, that achievement would take significantly longer.

Another problem, Ms. Franken said, is that the plan would not permit teachers to contest evaluations.

"I have yet to talk to a teacher that believes that this new plan will help retain people in the profession," said Lew W. Finch, the superintendent of the 18,000- student Cedar Rapids district. "In fact, many of the teachers believe that it will force them to leave the district, and they certainly don't see it as a selling point."

Some of the salary increases would be negated because districts would be required to add a few school days to the calendar, Mr. Finch said.

Moreover, he said, administrators who conducted evaluations could become overwhelmed

with the large number of such reviews and give short shrift to teachers who would depend on those assessments to receive pay raises.

"Our principals have 35 to 40 people to evaluate," Mr. Finch said. "How in the world are they going to do justice to the system?"

Money Borrowed

Of greater concern to many is the state's ability to pay for the effort, a project lawmakers say would cost between \$300 million and \$400 million over the next several years.

The compensation package was jeopardized earlier this year when state officials reported that they had significantly smaller revenues than projected, said Sen. Michael W. Connolly, the ranking Democratic member of the education committee. To make up for the loss, legislators opted to slash budgets in nearly all areas of government, including K-12 education.

After proclaiming that the plan should go "in a lockbox," lawmakers borrowed the \$40 million from the state's tobacco-company settlement fund, Sen. Connolly said. The money must be repaid to that fund, however, and next year, money for the teacher-compensation plan would likely have to be allocated from the general fund.

"There is no stable, ongoing funding steam," added another Democrat, Rep. Mary J. Mascher, a member of the education committee and an elementary school teacher. "This is an unfunded mandate."

Gov. Vilsack, though, "will work hard to maintain this," said Joe Shannahan, a spokesman for the governor. "This is a promise the governor made to the kids of Iowa."

On the Web

In "[Merit Pay and 'Pay for Performance'.](#)" an analysis and history of merit-pay plans, the [American Federation of Teachers](#) asserts that "the strongest finding of the research is that although merit pay programs have been tried time and again, they have always been found wanting."

In "[Hollow Victory in 'Teacher Pay' Plan.](#)" a statement from the [Iowa State Education Association](#), ISEA President Jolene Franken says, "We have consistently said that we would support the concepts on which this legislation is based—if they are properly implemented and funded with new, sustainable money. Right now, it appears that neither is the case."

For the link to Education Week and this article, go to:

<http://www.edweek.org/ew/ewstory.cfm?slug=36iowa.h20>

To read the bill SF 476, go to:

<http://www.legis.state.ia.us/GA/79GA/Legislation/SF/00400/SF00476/010315.html>

Comments From Teachers

- These are exciting times in education, I am glad I am a part of these new changes.
- It's about time that we are going to get paid for our ability.
- \$40 million is a nice down payment, I hope that it can be sustained and fully implemented.
- I think the teacher mentorship part of the bill is much needed and will be of value to our new teachers.
- I think we need to look at alternative teacher licensure, but the plan needs to include a student teaching component if it is going to be valid.
- I have no problem being held accountable for what goes on in my classroom – my question is who is going to determine it?
- I don't think this is going to help our teacher shortage issue here in Iowa, I'm afraid that it will cause a lot of teachers to get out.
- I'm afraid that this will end up like all the rest of the talk, with nothing but more hoops
- It looks like the legislature thinks that we are failing Iowa's kids – that infuriates me!
- I am glad I will be retiring this year so I won't have to deal with all this teacher comp stuff.
- Teachers already have so much on their plates, how can we be expected to do more with very little in return?

Teachers have always had more and more responsibilities heaped “on their educational plates.” Our biggest challenges as teachers is determining what our priorities are and then being sure that we will accomplish them. It is very difficult at times to complete our priorities because so many little things seem to get in the way. One of the hands-on parts of my presentations this year was to demonstrate how to make our priorities “fit” in a career where so many little

things get in the way. First of all, I ask each teacher to identify some of the little things that get in their way each day as educators. Teachers give responses like staff meetings, paperwork, staffings, administrator “see me” notes and the like. As they



identify each of the little things that come there way each day, they add some corn to the jar. Then I hand out some rocks to them. The rocks are denser, bigger, and carry more weight than the individual corn kernels. As they list their priorities in education and in their lives, they find that the rocks don’t all fit. Many of us can relate to that in our lives.

After that setback, we try again. We dump out the corn and rocks to try again, but this time we put our rocks (our priorities) in our jar (our life) first.



As we add the corn this time, we find that everything seems to fit. It is difficult to put our priorities in our lives first. We must schedule them, we must prioritize them and then as the little things come our way, we have made sure that the big things are taken care of.

New Teacher Induction/Mentorship

Teacher induction is a mandatory component of the Student Achievement and Teacher Quality Program (SF476). The act Act States:

Sec. 7. NEW SECTION. 284.6 BEGINNING TEACHER MENTORING AND INDUCTION PROGRAM PLANS.

1. Each participating school district shall develop and submit to the department a beginning teacher mentoring and induction program plan which shall, at a minimum, provide the process for the selection of and the number of mentors; the mentor training process; the timetable by which the plan shall be implemented; placement of mentors and beginning teachers; release time for mentors and beginning teachers for planning, demonstration, observation, feedback, and workshops; additional compensation for mentors; the process for dissolving mentor and beginning teacher partnerships; the programs utilized to train mentors and evaluators; and the process for measuring the results of the program.
2. Prior to the start of each school year, the school district shall prepare, in consultation with a mentor and beginning teacher, that teacher's mentoring and induction program plan and shall inform the teacher of the criteria upon which the teacher will be evaluated.

B.E.S.T. in Iowa Program

Many school districts in Iowa that I had a chance to visit were doing informal, new-teacher induction programs. Several schools in the Heartland AEA 11 Area were involved in a pilot program in cooperation with Heartland and Arizona State University. This program,



called the B.E.S.T. in Iowa Program: Beginning Educator Support Team. The goal of B.E.S.T. in Iowa is to positively affect student achievement by attracting and retaining quality teachers and strengthening effective teaching practices.

The BEST Program was offered through AEA 11 for 2 credit hours for beginning teachers or 1 credit hour for mentor teachers. Participants had the option of obtaining graduate credit through Drake University.

The Beginning Teacher Program allowed beginning teachers the opportunity to:

- Gain support by learning to build and access support structures.
- Engage in self-reflection to guide progress critical to first year success.
- Apply strategies for developing effective practices in teaching and meeting professional standards.

The required components of the B.E.S.T. Program for beginning teachers include:

Seminars: Interactive seminars embed best practices on topics identified as critical needs of beginning teachers.

- Beginning the Year Successfully
- Creating Positive Interactions with Students and Parents
- Balancing Teacher Stress
- Developing Corrective Discipline Strategies
- Accommodating Student Differences
- Understanding Standards for Teaching
- Celebrating B.E.S.T. Practices in Teaching
- Closing Down the Year

One-on-one Interactions: Beginning teachers and mentors meet and summarize their interactions.

Choice Activities: Beginning teachers select individualized activities meaningful to getting acquainted with the school, the district, the community or the profession.

The Mentor Program offered teacher mentors the opportunity to:

- Provide appropriate encouragement, support and interaction to aid a beginning teacher's success.
- Engage in the mentoring process with an understanding of the developmental stages of a beginning teacher.

The required components of the BEST Program for beginning teachers include:

Seminars: The curriculum provides mentors collegial coaching and interpersonal skills essential to effective mentoring relationships and practice.

- Mentors: Encouraging New Teachers
- Establishing a Mentoring Relationship
- Developing a Mentoring Relationship

One-on-one Interactions: Beginning teachers and mentors meet and summarize their interactions.

Choice Activities: Mentor teachers select activities that assist them in understanding the needs of the beginning teacher, teacher induction and establishing effective mentoring practices.

The B.E.S.T. in Iowa program is modeled after a program developed and researched by Arizona State University. The program is supported by two books: *Trade Secrets: Tips, Tools and Timesavers for Primary and Elementary Teachers* and *Trade Secrets: Tips, Tools and Timesavers for Secondary Teachers*. Heartland AEA provides each participant with the grade level appropriate book.

Comments From a Beginning Teacher:

The material covered in this seminar was excellent. It will be very helpful as the year ends. The ideas shared by other teachers will be beneficial.

I appreciated gaining ideas from other teachers for keeping students engaged during the end of the school year. It's also a good idea to reflect.

Comments From a Facilitator

Teachers used their time well. They appreciated being able to share their concerns related to district programming for new teachers.

Comments From a Mentor

My mentee is in the reflective stage. He has done so well with developing student, parent and collegial relationships. His understanding of curriculum and strategies has grown. He continues to ask questions and is beginning to plan for next year. He's a real keeper and I'm proud of him.

Reflections from the Coordinator

This has been an exciting and challenging year with BEST. Working out the logistics and getting participants scheduled into workable classes was tough at first. However, the facilitators beamed at our meetings and voiced, sometimes emotionally, how much progress they were seeing. In an age where accountability and professionalism are so important, it is encouraging to see new teachers learning how to face real-classroom situations with the support of a caring and knowledgeable mentor. We look forward to adding the second year component, PEP, for next year and to expanding our program to other districts. A big vote of

encouragement was the commitment from Des Moines to support participation of new teachers and mentors in BEST during special leadership days.

For more information, email: hkaplan@aeal1.k12.ia.us

Teacher Licensure

Many teachers were very upset about the proposed alternative licensure bill that was introduced in the Iowa Legislature and vetoed by the governor. Much current discussion states that this bill will be back next session. Many teachers, and especially college students preparing to become a licensed practitioner in Iowa felt that it was a slap in the face. The newly implemented standards for practitioner preparation in Iowa seem to be quite rigorous and most students felt that allowing a twelve-credit course could never match the rigor of their programs. Currently in Iowa, teacher training institutions are required to meet the following standards found in:

Chapter 79 of the Iowa Code for Practitioner Preparation Programs:

281-79.13(256)

- Candidates admitted to a teacher preparation program shall participate in field experiences including both observation and participation in teaching activities in a variety of school settings and totaling at least 50 hours' duration, with at least ten hours to occur prior to acceptance into the program and at least 40 hours after acceptance.
- Student teaching shall be a full-time experience for a minimum of 12 consecutive weeks in duration during the student's final year of the practitioner preparation program.

- Practitioner candidates shall study and practice in settings that include diverse populations, students with disabilities, and students of different ages.
- Clinical practice for teacher...candidates shall support the development of knowledge, dispositions, and skills that are identified in the Iowa Board of Educational Examiners' licensure standards, the unit's framework for preparation of effective practitioners, and standards from INTASC, ISLLC, or other national professional organizations for the license sought by candidates.
- Practitioner candidates shall develop the capacity to utilize assessment data in effecting student learning in pre-kindergarten through grade 12.
- Environments for clinical practice shall support learning in context, including
 - Scheduling and use of time and resources to allow candidates to participate with teachers and other practitioners and learners in the school setting.
 - Practitioner candidate learning that takes place in the context of providing high quality instructional programs for children
 - Opportunities for practitioner candidates to observe and be observed by others and to engage in discussion and reflection on practice.
 - The involvement of practitioner candidates in activities directed at the improvement of teaching and learning.
- School and college/university faculty shall share responsibility for practitioner candidate learning, including, but not limited to, planning and implementing curriculum and teaching and supervision of the clinical program.

- School and college/university faculty shall jointly provide quality clinical experiences for practitioner candidates.
- The institution shall annually offer workshop(s) for prospective cooperating teachers to define the objectives of the student teaching experience, review the responsibilities of the cooperating teacher, and provide the cooperating teacher other information and assistance the institution deems necessary...
- The institution shall enter into a written contract with the cooperating school providing field experiences, including student teaching.

Comments From Teachers

- I am very concerned about the alternative teacher licensure bill. How are these people going to be classroom-ready with just a twelve-hour course?
- I have been attending college for three-and-a-half years and someone else can become a teacher in twelve weeks?
- Twelve-week wonders will never make it.
- I feel that we need to look at alternative licensure in this state, but I feel that it must have a student teaching component.



College students are quite concerned about alternative licensure for Iowa teachers.

Teacher Compensation

Shortly after I had received my award, I was pulling bleacher duty at a Friday night football game in Carroll. I had just gotten done talking to my 1st grade son and some of his friends. My wife Micki shared with me later that as soon as I left, my son's friend, "Jonnie", a local doctor's son said, "Drew, you're so lucky! I wish my dad was teacher of the year." I have a feeling that ten years from now, about the time those two boys will be buying their first cars, that my son will be wishing I was the local doctor! It's amazing how much respect younger children have for the teaching profession, but as they near adulthood, somehow the teaching profession just doesn't quite stack up.

Iowa teachers rank 35th in the nation in teacher pay, and most studies show that to encourage our best and brightest students to become teachers, we are going to have to make the salaries more competitive with other professionals requiring similar educational backgrounds.

Pay for Performance

What is performance-based pay? Ask one hundred teachers and you will get that many different responses. The Iowa Student Achievement and Teacher Quality Program ([SF 476](#)) is **not** a true merit pay piece of legislation. There are components for teacher performance in the classroom based on higher teaching standards with a provision for bonuses for student achievement.

In my travels this year, concerns over true merit pay plans have taken several hits for being unfair. The rationale was that you cannot pay a teacher totally based upon his or her students' performance. The following parody on this uses the example of a dentist and was written by John Taylor, Superintendent of the Lancaster County Schools.

The Dentist

My dentist is great! She sends me reminders so I don't forget checkups. She uses the latest techniques based on research. She never hurts me, and I've got all my teeth, so when I ran into her the other day, I was eager to see if she'd heard about the new state program. I knew she'd think it was great.

"Did you hear about the new state program to measure the effectiveness of dentists with their young patients?" I said. "No," she said. She didn't seem too thrilled. "How will they do that?" "It's quite simple," I said.



"They will just count the number of cavities each patient has at age 10, 14, and 18 and average that to determine a dentist's rating. Dentists will be rated as Excellent, Good, Average, Below Average or Unsatisfactory. That way parents will know which are the best dentists. It will also encourage the less effective dentists to get better," I said. "Poor dentists who don't improve could lose their licenses to practice in Iowa"

"That's terrible," she said. "What? That's not a good attitude," I said. "Don't you think we should try to improve children's dental health in this state?" "Sure I do," she said, "but that's not a fair way to determine who is practicing good dentistry."

"Why not?" I said. "It makes perfect sense to me." "Well, it's so obvious," she said. "Don't you see that dentists don't all work with the same clientele; so much depends on things we can't control?"

"For example," she said, "I work in a rural area with a high percentage of patients from deprived homes, while some of my colleagues work in upper middle class neighborhoods. Many of the parents I work with don't bring their children to see me until there is some kind of problem and I don't get to do much preventive

work." "Also," she said, "many of the parents I serve let their kids eat way too much candy from an early age, unlike more educated parents who understand the relationship between sugar and decay." "To top it all off," she added, "so many of my clients have well water which is untreated and has no fluoride in it. Do you have any idea how much difference early use of fluoride can make?"

"It sounds like you're making excuses," I said. I couldn't believe my dentist would be so defensive. She does a great job. "I am not!" she said. "My best patients are as good as anyone's, my work is as good as anyone's, but my average cavity count is going to be higher than a lot of other dentists because I chose to work here where I am needed most."

"Don't get touchy," I said. "Touchy?" she said. Her face had turned red and from the way she was clenching and unclenching her jaws, I was afraid she was going to damage her teeth. "Try furious. In a system like this, I will end up being rated average, below average, or worse. "My more educated patients who see these ratings may believe this so-called rating actually is a measure of my ability and proficiency as a dentist. They may leave me, and I'll be left with only the most needy patients. And my cavity average score will get even worse. On top of that, how will I attract good dental hygienists and other excellent dentists to my practice if it is labeled below average?"

"I think you are overreacting," I said. "Complaining, excuse making and stonewalling won't improve dental health'...I am quoting from a leading member of the DOC," I noted. "What's the DOC?" she asked. "It's the Dental Oversight Committee," I said, "a group made up of mostly laypersons to make sure dentistry in this state gets improved."

"Spare me," she said. "I can't believe this. Reasonable people won't buy it," she said hopefully. The program sounded reasonable to me, so I asked, "How else would you measure good dentistry?"

"Come watch me work," she said. "Observe my processes." "That's too complicated and time consuming," I said. "Cavities are the bottom line, and you can't argue with the bottom line. It's an absolute measure."

"That's what I'm afraid my parents and prospective patients will think. This can't be happening," she said despairingly.

"Now, now," I said, "don't despair. The state will help you some."
"How?" she said. "If you're rated poorly, they'll send a dentist who is rated excellent to help straighten you out," I said brightly.

"You mean," she said, "they'll send a dentist with a wealthy clientele to show me how to work on severe juvenile dental problems with which I have probably had much more experience? Big help."

"There you go again." I said. "You aren't acting professionally at all."

"You don't get it," she said. "Doing this would be like grading schools and teachers on an average score on a test of children's progress without regard to influences outside the school, the home, the community served and stuff like that. Why would they do something so unfair to dentists? No one would ever think of doing that to schools."

I just shook my head sadly, but she had brightened a bit. "I'm going to write my representatives and senator," she said. "I'll use the school analogy -- surely they will see the point then"

She walked off with that look of hope mixed with fear and suppressed anger that I tend to see in the mirror so often lately.

Teacher Leadership

I have met numerous teachers that are involved with leadership responsibilities in their districts this past year. Teachers' voices are critically important in this profession. We need more teacher leaders to come forward to work in a collaborative fashion with their school districts and administrations.



The Student Achievement and Teacher Quality Program Act (SF476) provides opportunities for all teachers to enhance their leadership skills within their school district's professional development program. Teachers that move through the career steps to the advanced teacher category are encouraged to take leadership roles in their district. As teacher leaders, we can continue to have a positive impact upon student achievement in this state.

Many administrators that I had the opportunity to meet this year shared their excitement about facilitating teacher leadership in their buildings. But for true teacher leadership to be meaningful, administrators must be willing to delegate and share in the decision-making in their schools. According to Richard F. Elmore, Professor in the Graduate School for Education at Harvard University, in his article, "Building a New Structure for School Leadership", American Educator, Winter 1999-2000:

"Creating a new model of distributed leadership consists of two main tasks. One involves describing the ground rules that leaders would have to follow in order to carry out large-scale improvement; the other describes how they would share responsibility. Here are some principles for distributed leadership that focus on improving teacher learning in a school system.

- *The purpose of leadership is to improve practice and performance. Thus the skills and knowledge that matter are those which contribute to creating*

classrooms, schools, and district where there are clear expectations about performance.

- *Improvement requires continuous learning, both by individuals and groups.*
- *Leaders lead by exemplifying the values and behaviors they want others to adopt.*
- *People cooperate with one another in achieving their goals when they recognize other people's expertise.*
- *Leaders are responsible for helping to make possible what they are requiring others to do."*

Other Educator Concerns and Issues

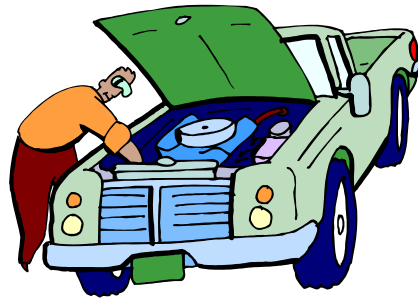
- Our insurance rates continue to go up and eat up our cost-of-living raise. Many of our teachers at the high end of our salary schedules will be taking a pay cut next year. Why don't we get a statewide insurance plan for schools?
- It's not about the money, it's all the extra work we have to do today. We have to be parents, social workers, nutritionists and teachers. Something's got to give!
- Small schools in Iowa do not have the resources to provide all the resources today's special needs kids have.
- Teacher aides / associates need better pay – so do substitute teachers.
- Why are we mandating all the special education endorsements above and beyond regular credentialing?
- Why are media specialists no longer found in the Iowa Code?
- Tell us what we need to know upfront and quit changing the rules midstream...we would never do that to our students in our classroom.
- Maybe we really do want state standards.

- Why are we trying to get rid of small schools? A lot of good things are going on in small schools
- Comprehensive School Improvement Plans are taking too much time when many of us have other duties in our district.
- Teachers should be accountable, I agree with that, but what ever happened to student and parental accountability.
- Open enrollments are hurting us.
- The local sales tax option is hurting our ability to compete with the neighboring schools that have it.

For Whom Are We Here?

The Story of “Dean”

You know, I think every teacher can remember having one of those students that seemed to drive everybody nuts. I sure had one. We'll call him Dean. Dean very seldom turned in his homework. He always tried to sleep during my class. He didn't cause a lot of discipline problems, but he didn't set a very good example for the rest of the students, either. But in getting to know Dean, I discovered that loved to work on his car. And in my Ag Power class, Dean loved to work in the shop. He always received full points for daily shop work and could pass all the demonstration exams with flying colors. He just didn't do the paperwork. I can still remember his final grade in my class ended up being a D+. I can still remember when that semester was over, I was kind of glad because I wouldn't have to battle Dean anymore about his homework.



Well, about three years after Dean quit school, I ran into him at a local store. Dean came right up to me with a smile on his face and said, "Guess what, Mr. Paulsen? I finished my GED and have a good job. But you know, you were kind of hard on me in class, but thanks to you, I understood the importance of hard work."

What a message. After that moment, I felt guilty, but yet, rejuvenated as an instructor. You see, I teach a lot of Deans in my classes. I think all of us realize that our public schools do a great job with the Gifted and Talented students. These programs do wonderful things for the top end of the student talent pool. And for the students with special needs, Iowa is a state that provides tremendous services and resources for these students.

But what about Dean? Dean fits in the middle 60%. Dean did not have a learning disability. Dean was gifted. Dean was not college bound. But so many Deans today are overlooked. They are passed by because they don't cause trouble. They need the same opportunities as everyone else. Where do the Dean's of our schools find their place in the world? Unfortunately, it is in the areas where teacher shortages are the most serious -- the elective areas of the Arts and Career & Technical education. And I am afraid as budgets get tight, and assessments and high stakes testing move ever closer, the students who most need these programs, will not have the opportunity to participate in them.

How Do We Reach “Dean”

Recently, through the National Teacher Forum list serve, I received a letter from Mary Beth Blagen, the 1996 National Teacher of the Year and former National Teacher – in – Residence at the USDE. She told me about a school that she had visited recently:

Dear Friends:

I visited a school this week that is totally based on student learning. It is standards/project based. There are no classes. Each teacher has 15-18 kids for whom they are responsible. It is 7-12. The kids do a minimum of 10 extensive projects a year with presentations/field trips/mentorships, etc.

While I was listening to a 13 year-old girl present her project on a trip to the Boundary Waters which she had planned, mapped, photographed, studied, etc., I realized the difference. The school is about student learning. It is not about what teachers want kids to learn. It is about what kids do learn.

January's English Journal dares to suggest that we need to take a close look at our English curriculums in high school and it even raises the possibility that the

classics aren't the best for all kids. Maybe 'A Tale of Two Cities' comes later when kids are reading and have developed of a love of that reading. Kids need first to learn to read and learn to love reading. Then they will read.

Are we truly focused on what kids can and should learn in our schools? Are we doing everything we can so that they love reading? Really love it? Or are we stuck behind the traditional, the comfortable and the curriculum? What are we doing?

Thanks,
Mary Beth Blagen

A very good question – just what are we doing? After a lively discussion sparked by Mary Beth's words, she posted this follow-up:

The school of which I spoke is called the [Minnesota New Country School](#). It is definitely a new model. The man in charge of the Gates Educational Foundation, Tom Vander Ark, paid a visit to the school and walked out offering a grant to begin 15 more of those schools in Minnesota and Wisconsin in the next five years. Perhaps someone has heard of the [deformed frog project](#). That project arose out of student discovery and exploration at that school.

What struck me was that my old mind had to undergo a transformation while I was there. I had to fight back the urge to be in charge. I had to actually tell myself over and over again that it wasn't about what we wanted kids to learn but rather it was about what kids were learning.

I am working in the St. Paul schools and one of our projects is to develop Small Learning Communities in the big high schools. The single most difficult adjustment will be for teachers to make that deep

philosophical change in their beings and in their doings. Focusing on student learning takes time and hard, hard work.

I would never deny the value of the classics. What I am worried about is that we give the classics to kids before they can read and in doing so we turn them off to reading, but also to learning. We must keep working to figure out ways to really engage our kids in the learning process. I think it begins with making sure they not only can read, but that they love reading.

Thanks,

Mary Beth

Now I am not proposing that every school district in Iowa should adopt this Minnesota Model, but I am reinforcing that fact that Vocational or (Career & Technical Education) programs and School-to-Work programs have been a model for utilizing these kinds of techniques through the problem-solving method of instruction. So many of our students can utilize real-world examples and hands-on applications of our curriculum. For us to reach the Deans in our classrooms, we must continue to strive to show them the answer to the age-old question in education, ‘Why do I need to know this.’

Career and Technical Education

As we think about the importance of Career and Technical Education and School-to-Work Programs, I think that it is important that we remember what the perception of these programs is. When asked the question, “What is Vocational Education?” people are given this definition:

The 1990 Perkins Act defines vocational education as "organized educational programs offering a sequence of courses which are directly related to

the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree."

What does this mean to the average person? I think the key phrase of ***“requiring other than a baccalaureate or advanced degree”*** leads them to an impression of a less important or subordinate level of education. I think that we have all read the success stories of career-tech students with a tech prep background or AA degree earning starting salaries in the \$40 – 80,000 range. When you compare these workers with a BA or BS degree teacher starting at \$23,000, I wonder what one might consider subordinate.

We have some wonderful things going in Career & Tech Education here in Iowa and from what I have seen, they all contain the following components:

Applied Academic Instruction

Contextual Learning

An Experiential Learning Component

And nearly all the great ones have a Coordinated, Co-Curricular, Career / Tech Student Organization.

For a listing of the state approved Career and Technical Student Organizations, go to:

[Iowa Career & Technical Education Student Organizations](#)

As part of my year of travels, I had the opportunity to assist in judging the [FCCLA Star Events](#) and the [FFA Career Development Events](#). The purpose of these events is to allow students the opportunity to participate in team competitions so classroom instruction can come alive as students use their skills in a competitive setting. These events help develop technical knowledge, judgment, reasoning and

sportsmanship while at the same time enhancing their leadership and human relation skills through working as part of a team.

Many of these skills being developed through these types of leadership events are discussed in the [SCANS Report](#). I had the opportunity to be the keynote speaker at eight FFA Banquets this year, and a good deal of my message dealt with students ability to prepare for their futures – for up to as many as seven different careers, and for 40% percent of them, jobs that don't even exist yet. How does one prepare for a future with so many unknowns? They have to continue to be a lifelong learner. Teachers across this great state realize that they are preparing their students for the unknown. The following information from the SCANS report reinforces these required skills.

According to the Secretary's Commission on Achieving Necessary Skills (SCANS Report from the US Department of Labor):

All students must develop a new set of competencies and foundation skills if they are to enjoy a productive, full, and satisfying life. The qualities of high performance that today characterize our most competitive companies must become the standard for the vast majority of our companies, large and small, local and global.

These competencies state that the students of today -- the effective workers of tomorrow -- need to be able to productively use:

resources - allocating time, money, materials, space, and staff

interpersonal skills - working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds

Information - acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using of computers to process information.

Systems - understanding social, organizational, and technological systems, monitoring and correcting performance, and designing and improving systems

Technology - selecting equipment and tools, applying technology to a specific task, and maintaining and troubleshooting various technologies

But to master these competencies, students must have the basic foundation skills we have been talking about since education began:

Basic skills - reading, writing and arithmetic, speaking and listening

Thinking skills - thinking creatively, making decisions, problem solving, and learning how to learn, and most importantly ---

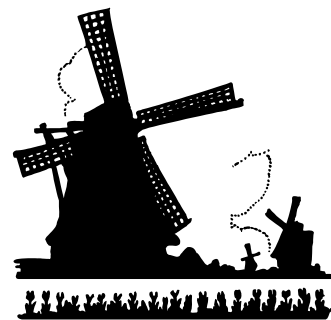
Personal Qualities - individual responsibility, self-esteem, sociability, self-management and integrity

Many students in Iowa are being served by special education programs. As teachers, many of us realize the challenges these students face on a day-to-day basis. We work with the parents and try to truly understand what they are going through. The following letter from a special education parent entitled, “Welcome to...Holland” might help each of us understand the perspective of the parent of a special needs child.

WELCOME TO.....HOLLAND!

By Emily Pearl Kingsley

I’m often asked to describe the experiences of raising a child with a disability – to try to help people who have not shared that unique experience to understand it, to imagine how it would feel. It’s like this...



When you are going to have a baby, it's like planning a fabulous trip – to Italy. You buy a bunch of guidebooks and make your wonderful plans. The Coliseum, The Michelangelo David. The gondolas of Venice. You may learn some handy phrases in Italian. It's all very exciting.

After months of eager anticipation, the day finally arrives. You pack your bags, and off you go. Several hours later the plane lands. The flight attendant comes and says, "Welcome to Holland."

"Holland?!" you say. "What do you mean Holland?" "I signed up for Italy!" "I'm supposed to be in Italy!" "All my life I've dreamed of going to Italy." But there's been a change in flight plan. They've landed in Holland, and there you must stay.

The most important thing is they haven't taken you to a horrible, disgusting, filthy place full of pestilence, famine, and disease..... it's just a different place.

So.....you must go out and buy new guidebooks. And you must learn a whole new language. And you will meet a whole new group of people you otherwise would never have met.

It's just a different place. It's slower paced than Italy. But after you've been there awhile, you catch your breath, look around, and begin to notice that Holland has windmills, tulips, and even Rembrandt.

But everyone you know is coming and going from Italy, and their bragging about what a wonderful time they had there. And for the rest of your life you will say, "Yes, that's where I was supposed to go. That was what I planned."

And the pain of that will never, ever go away, because the loss of that dream is a significant loss.

But if you spend your life mourning the fact that you didn't get to go to Italy, you may never be free to enjoy the very special....and very lovely things....about Holland.

Comments from Teachers

- If we truly believe all students can learn, we need to change some of our practices to assist all students to do just that.
- All students don't learn the same way, neither do we as teachers. We need to continue to work hard to develop techniques that will reach them.
- I have tried numerous new methods in my curriculum and I seem to be reaching more students.
- I am an educator. My job is to reach as many of my students as possible.
- I have found that academic and vocational curriculum partnering has helped to reinforce student learning better. The students seem to have an application for the subject matter.
- I think we are moving too far away from traditional vocational education programs in Iowa. I feel that technology is important, but kids still need the basic skills of how to problem-solve and work with their hands.
- Vocational education is the key to reaching many of our students.



Who Are Our Partners in Education?

One of my experiences as an agriculture education instructor has been in developing community partnerships. As professional educators, we as teachers work on preparing lesson plans, developing student activities, and the like, and we are pretty good at it; but it is critical that we can make meaningful connections to the future success of each and every student in our classrooms. The most horrifying question some teachers ever get is, “Why do we need to know this stuff?” If the answers are nothing more than, “Because it will be on the test,” or “someday you might get this as the million dollar question on “Who Wants to be a Millionaire?” or “The Weakest Link,” then we have failed. What can help us to apply our curriculum -- for our students to see the connection to the real world? The answer is simple -- we must utilize our local community!

We as professional educators must take the initiative to be an integral part of our communities. We must ask ourselves, as well as members of our community, three basic questions:



1) how does our curriculum fit into the various private and public entities within our community; 2) who is a local expert that can help us to reinforce our curriculum within our classroom; and finally, (3) how can our students partner with business and/or industry to publicly benefit the community while at the same time providing a phenomenal learning experience for all involved?

The entire burden of community partnerships cannot fall on the teacher's shoulders alone. Local school administration should support and encourage their teachers to interact with local business and industry. Business educator committees made up of teachers and community leaders, such as the ones I have

seen in many local school districts this year, plans teachers inservices, career panels, teacher internships, as well as keeps an up-to-date listing of available guest speakers, field trip and intern sites within the community. A local school district generally has no trouble in adopting meaningful, collaborative partnerships if it takes the initiative and asks its community.

Some of the best educators in a community are not necessarily professional educators. They are involved in local businesses, industry, or in public service. Many times these individuals are willing and able to assist in the local schools, but have never been asked. I challenge you to get out into your community and ask! Successful partnerships do not have to start out as extravagant ventures. They can be small, meaningful beginnings that can grow over time. Success begets success. As community partnerships develop, they synergize. A guest speaker that reinforces a properly planned lesson can turn into an excellent worksite for student interns. A small project with a local company can benefit an entire community.

Two projects that I would like to share with you come from my own district. Our first project is our Teacher Internship program. Using School-to-Work and Phase III dollars, our teachers have had the opportunity to spend two days in a business or industry in our local community job shadowing and working. I have seen some school districts in Iowa that allow their teachers to spend an entire week or more in this scenario. When the teachers have completed this experience, they sit down together and determine how to better relate their curricular area to the real world. It is amazing what teachers can learn about business and what business can learn about education.

A second project of ours that has been very successful is called PIE (Partners in Education) In Carroll, elementary classes partnered with a local business for the year. The business volunteered to be a field trip site as well as provide pen pals with the students. They also provided guest speakers throughout the year. My

daughter's class partnered with one of our local banks. Students were taught how the banking system works and the bank was wonderful in providing information and motivational awards for the students.

All year long the students saved their change and took it to the bank on their last field trip. Each student watched as his/her money went through the big change counter. Each student was also given a shiny new Maryland Quarter and one of the new Golden dollars. Talk about a sky high nine-year old! This summer an envelope came from the bank (no it was not an overdraft!) It was addressed to my daughter asking her to come into the bank. When she did, there was a visit with her pen pal and a new state quarters collecting book for her. Now, I'm not saying that all Partners in Education sites will provide as much as the local bank did, but I will tell you this... student learning was enhanced because of its relevance to the classroom.

These are examples of what a little imagination and collaboration can do. We do these things not because they are easy, but because they are hard. And as I learned in space camp, it takes more than one person to go to the moon. It takes literally hundreds of thousands of dedicated individuals that agree, "This mission won't fail because of me!"

I challenge each of you to examine the possibilities for partnership in your community and to take with you the energy, the commitment, and the desire to make a difference for your students. I challenge you as I challenge myself to find new approaches to old problems, to emerge from isolation and collaborate with those around us to improve education for all students. "All of the money in the world cannot solve problems unless we work together, and, if we work together, there is no problem in the world that can stop us as we seek to develop people to their highest potentials."

Let's get rid of the Lone Rangers in the educational system. Let's work

together, parents, business and education -- to develop lasting, collaborative partnerships that can provide students with the opportunity they need for success.

Comment From Teachers

- We received a School-to-Work Grant and have been able to implement several new programs to better impact student learning.
- We had over thirty teachers participate in community internships last year and they have done a wonderful job of bringing the real world into the classroom.
- I'm sorry to say that after our School-to-Work grant ran out, we were not able to sustain as much as we would have liked.
- School-to-Work has gotten our staff connected with our community.
- Service learning has been very beneficial to our students.
- Business leaders have always been very connected to the school district.
- We have a wonderful working relationship with our business community.
- Our chamber has a School-to-Work liaison that helps us connect with local business and industry.



Professional Development

Do Teachers Go to Heaven?

A teacher died and went to heaven. St. Peter welcomed her in and said he would show her to her mansion. The first neighborhood was lovely. People were out on park lawns, socializing, grilling, playing golf on a beautiful course. Everyone was having a great time.



The teacher asked if this was her neighborhood, but St. Peter said it was just for doctors.

They walked on and the teacher saw another neighborhood that was just as beautiful ...huge mansions, beautiful grounds, swimming pool, and a golf course. People were having a great time. Again she inquired if this was her neighborhood, but St. Peter said it was for dentists. On through the clouds they walked, approaching another neighborhood. It too was beautiful with new mansions, parks, pools, etc. St. Peter told her this was her new home in heaven. The teacher was thrilled except she noticed that no one was around and the mansions seemed to be empty. She asked St. Peter if any teachers had made it to heaven.

St. Peter announced that yes, there were lots of teachers in heaven, and they would all return the next day. But for today, they were in Hell attending an inservice.

Local School District Professional Development Programs



Long gone are the days of teacher inservices with no meaning. School districts in Iowa have implemented the research that states teacher professional development and training needs to be sustained, intensive, based on research

and best practice, and an integral part of a teacher's regular work day in our schools. We need to continue to focus giving beginning and experienced teachers the tools they need to deliver a high-quality education to every child. Districts are beginning to provide professional development that is connected to student standards of achievement. Practitioners are part an integral part of the planning process that goes into a school-wide professional development program.

Comments from Teachers

- Our inservice programs have changed over the past few years to concentrate on what our teachers need to know and be able to do in relationship to our students' achievement.
- Our inservices have gone from a single-shot, no follow-up approach to a sustained study of a particular issue to help us better meet the needs of our students.
- We have more time in our professional development program than we used to with our monthly early outs.
- The study team approach seems to help me more than the old-style inservices.
- I feel empowered to be part of the process in my school's professional development program.





I had the chance to discuss professional development programs with first year teachers at several school districts.

[National Board Certification](#)

“As a teaching professional, you demand excellence-from your students, yourself and your school community. You are committed to giving your students the skills and confidence they need to reach for the highest standards. And when you guide your students along the journey of academic achievement, you look for guides for your own journey of professional growth.

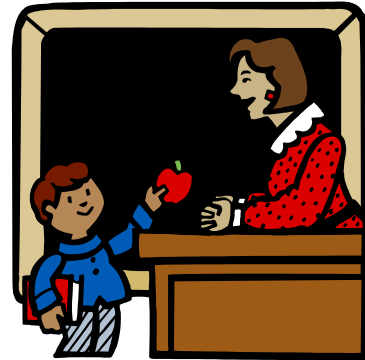
By providing high and rigorous standards that define accomplished teaching and activities that help you critically examine your practice against those standards, National Board Certification is a catalyst for your own professional growth. It also is a mechanism for recognizing and rewarding the impact accomplished teachers have in improving student learning.” From the pamphlet,

What Every Teacher Should Know: The National Board Certification Process,

National Board for Professional Teaching Standards, Arlington, VA, 2000-2001.

**Reflections on the National Board Certification Process:
Carolyn Schnell's Story – Lynnville-Sully Middle School**

The National Board Certification process is a most effective and rewarding professional development experience. Everything you do for National Boards is directly intertwined with your classroom. The standards for teaching in your field become ingrained in your mind, since everything you do must show that your practice demonstrates accomplishment of those standards. It becomes second nature to think in terms of the standards as you interact with parents, plan units and daily lesson plans, and assess the effectiveness of instruction. Even in the midst of a lesson, those standards, tucked away in the back of your mind, prompt you to involve students more effectively in the lesson.



All too often, we as teachers are so busy that we don't take the time to reflect about our practice. A key component of National Boards is reflection. This reflection directly impacts you as a teacher because you are constantly determining the best possible way to meet the standards in all that you do, and when those standards are met, your classroom is truly a positive environment where students

are actively engaged in their own learning. Students are the ultimate benefactors of the National Board Certification process.

Iowa Associations' Professional Development Programs

I have had the opportunity to visit with several teachers who participate in their own professional association's professional development programs this past year. Here are two model programs that provide teachers with a wonderful professional growth opportunity.

Family and Consumer Sciences Professional Development Program 2000-2001 School Year

Over 120 Family and Consumer Sciences educators are participating in a statewide professional development opportunity. The program is being sponsored by the Department of Education, the Family and Consumer Sciences Program Management Committee and the Iowa Family and Consumer Sciences Educators for Progress (IFCSEP). Partners include Iowa State University, University of Northern Iowa and Family, Career and Community Leaders of America (FCCLA).

Program Goals

- To enhance communications among professionals
- To strengthen local and state wide support groups
- To provide support for continuous improvement and management of local family and consumer sciences programs

- To assist family and consumer sciences educators in providing students a creative learning environment, leading to increased student achievement and satisfying careers.
- To assess the needs of family and consumer sciences educators throughout the state

Program Topics for 200-2001

- National Standards + Iowa Competencies = The Crosswalk
- Middle School Guidelines and Transitions to High School
- Family and Consumer Sciences Program Assessment and School Improvement
- Communicating progress, performance and value of Family and Consumer Sciences education
- Using data for continuous program improvement and goal setting

Program Features

- Educators networking and sharing local success stories
- Updates from professional organizations and educational institutions throughout the state
- Graduate and license renewal credits available

Program Delivery

Program delivery is modeled after the Agricultural Educators' Professional Development Program (AEPD) which has been successfully used throughout the state since 1996.

- Three Iowa Communications Network (ICN) sessions throughout the year with on-site facilitators to provide assistance and support to participants
- Needs assessment survey including an online component
- Statewide meeting on University of Northern Iowa campus in June with on site tours of their programs

For more information regarding

[Family and Consumer Sciences Professional Development Program](#)

please visit their website.

Agriculture Educators' Professional Development Program (AEPD)



Mission

Through active participation in the Agricultural Educators' Professional Development Program, agriculture educators will enhance their skills to facilitate student learning, manage programs, and maintain technical update; providing them a balance in professional growth.

Desired Program Impact

Through active participation in the program, educators will become more proficient in offering students a creative learning environment (including - association with industry), leading to increased student achievement and to satisfying careers.

Program Goals

- Provide an opportunity for each registrant to tailor the program to their individual needs, whether it be professional developments, relicensure, graduate credit, or a combination of all three.
- To link agricultural educators and students with industry.
- To enhance communications among professionals and strengthen local and state-wide support groups.
- To respond proactively to societal changes to strengthen our ability to be change agents.
- To strive for balanced, productive & fulfilling lives.

Program Features

- New teacher supported program.
- Earn graduate and license renewal unit.
- Program and materials links to industry
- Delivery by ICN, local, district, & statewide programs

- Educators sharing local success stories
- Balanced Program- professional & personal growth

Program Delivery

The proactive year-around program is designed to accommodate a wide variety of delivery options—ICN, Web CT Internet, workshops, conferences, district meetings, and a Summer Conference.

Multiple Track Options For Additional Credit

- Horticulture -- greenhouse, turf grass management, and hydroponics
- Entrepreneurship - AgEducator Financial Management package and Business Components
- Ag Mechanics -- welding and small gas engines
- Technology in the Classroom -- skill development in Internet, digital camera, scanning, web page development, etc.
- Animal Science -- meat and muscle quality
- New Teacher Mentoring

Program Success

- Over a four year period, 400 agriculture instructor equivalents improved skills, enhancing "student based learning" for over 16,000 students
- Over 60 new teachers benefited from capacity building with involvement of nearly 150 experienced teachers. Through industry and educational institutional stakeholders, credit options for graduate credit and relicensure increased threefold, and participant scholarships were provided.

For more information regarding the

[Agricultural Educators' Professional Development Program \(AEPD\),](#)

please visit their website.

Comments from Teachers

- Our professional development program gives us input into the needs of the instructors.
- As a beginning teacher, this program gave me a group of people that I could contact every time I needed some additional help.
- Many times, vocational teachers are the only teacher of their curricular area in their district. This program gives us an opportunity to network with other teachers of our subject matter.
- I was able to put my emphasis together in this program for graduate credit.
- Learning together with teachers from your own subject matter has been invaluable for me as a young teacher.

Professional Development in Agricultural Education:

A Showcase of Strategies Conference

I attended a two-day conference at Iowa State University in Ames where Agriculture Education Professionals from seven states came together to present their state's professional development plan. The main purpose of the conference was:

To provide a forum for discussion about the professional development of teachers of agriculture to enhance student learning, improve local programs, update technical knowledge and promote personal growth and development.

The major objectives were:

1. Identify professional development needs of teachers.
2. Showcase various state's programs of professional development in Agricultural Education.
3. Identify areas of collaboration between and among states in the Central Region.

For more information about the Ag Ed seven-state professional development collaboration conference, email Dr. Robert Martin at: drmartin@iastate.edu

The background of the page features a stylized illustration of a male teacher in a white shirt and tie, pointing with his right hand towards a chalkboard. On the chalkboard, the words 'My Creed' are written in large, bold, 3D-style letters. Below the title, there are several lines of text, each preceded by a letter (A, B, C, D, E, F, G) and a corresponding line of the creed. The teacher is also holding a book in his left hand. The overall style is simple and educational.

My Creed

A I am a teacher of agricultural education by choice and not by chance.

B I believe in American agriculture; I dedicate my life to its development and the advancement of its people.

C I will strive to set before my students by my deeds and actions, the highest standards of citizenship for the community, state, and nation.

D I will endeavor to develop professionally through study, travel, and exploration.

E I will not knowingly wrong my fellow teachers. I will defend them as far as honesty will permit.

F I will work for the advancement of agriculture education and will defend it in my community, state, and nation.

G I realize that I am part of the public school system. I will work in harmony with school authorities and other teachers of the school.

H My love for youth will spur me on to impart something from my life that will help make for each of my students a full and happy future.

**from the
National Association of Agriculture Educators, Inc.**

Teacher of the Year Visitation Log

January	National Teacher of the Year Conference Introduction to the TOY Program and Responsibilities	Dallas, Texas
May	F.I.N.E Award Recognition, Terrace Hill	Des Moines, IA
May	National Teacher of the Year 50th Anniversary Recognition Program, Met with President Clinton	Washington, D.C.
July 13	Kiwanas Club The Importance of Education	Atlantic, IA
July 28 – Aug 5	International Space Camp An Opportunity to Learn and Share Experiences	Huntsville, AL
Aug 15	IA Department of Education Meeting with Ted Stilwell & Susan Fischer	Des Moines, IA
Aug 16	Davis County School District Teacher Quality: It's Personal, It's Professional K-12 Faculty	Bloomfield, IA
Aug 18	I-35 Community School District Teacher Quality: It's Personal, It's Professional K-12 Faculty	Truro, IA
Aug 21	Panorama Community School District Teacher Quality: It's Personal, It's Professional K-12 Faculty	Panora, IA
Aug 22	Osceola Community School District Met with New Teachers to the District	Osceola, IA
Aug 24	Albia Community School District Ag Education classroom visits Teacher Quality: It's Personal, It's Professional K-12 Faculty	Albia, IA
Aug 25	Carroll Chamber Ag Golf Outing	Carroll, IA
Aug 28	Johnston Community School District Chemistry Classroom Visit Academic Awards Presentation: Keynote Speech	Johnston, IA
Aug 30	Ar-We-Va Community School District Teacher Quality: It's Personal, It's Professional K-12 Faculty	Westside, IA
Sept 6	Calamus-Wheatland Community School District Agriculture Classroom Visit Social Studies / English Classroom Visit First & Second Grade Presentation on Agriculture	Calamus, IA
Sept 7	Bennett Community School District Toured First & Second Grade Gardens / Discussion 4 th Grade Shoot for the Stars Presentation 8 th Grade Presentation on Agriculture Careers Senior Presentation / Discussion on Careers & Education Teacher Quality: It's Personal, It's Professional K-12 Faculty	Bennett, IA
Sept 8	East High School Met with Ruth Ann Gaines, 1998 TOY Various Classroom Visits	Des Moines, IA
Sept 8-9	AEA 11 Teacher Mentoring Course	West Des Moines, IA
Sept 11	Fairfield Community School District Teacher Quality: It's Personal, It's Professional K-12 Faculty Various Classroom & Building Visits Noon School Board Meeting to approve CSIP Presentation / Discussion with Horticulture Class Leadership Development with FFA Officers after school	Fairfield, IA
Sept 12	West Liberty Community School Various Classroom & Building Visits Administrator's Meeting	West Liberty, IA
Sept 13	Lourdes Catholic Elementary School 4 th Grade Shoot for the Stars Presentation 8 th Grade Shoot for the Stars Presentation Teacher Quality: It's Personal, It's Professional K-8 Faculty	Bettendorf, IA

Sept 14	<u>Tri County Community School District</u> Various Classroom Visits	Thornburg, IA
Sept 19	Governor's Council on Agriculture Education	Ames, IA
Sept 20	<u>Southeast Polk Community School District</u> Teacher Quality: It's Personal, It's Professional K-12 Faculty Various Classroom & Building Visits	Runnells, IA
Sept 21	Armstrong-Ringstead Community School District Various Classroom Visits Teacher Quality: It's Personal, It's Professional K-12 Faculty	Armstrong, IA
Sept 22	<u>Graettenger Community School District</u> Faculty Meeting Before School 9 th Agriculture Class Presentation 4 th Grade Shoot for the Stars/ Agriculture Presentation 5 th Grade Shoot for the Stars/ Agriculture Presentation 7 th Grade Shoot for the Stars/ Agriculture Presentation 12 th Grade Agriculture Class Presentation	Graettenger, IA
Sept 26	<u>William Penn University</u> Human Relations Class Presentation Student ISEA Presentation / Discussion "Why Do You Want to Teach?"	Oskaloosa, IA
Sept 27	<u>Odebolt-Arthur Community School District</u> Teacher Quality: It's Personal, It's Professional K-12 Faculty	Odebolt, IA
Sept 27	<u>Governor's Discussion Group on Education</u> Roundtable Discussion on the Governor's Educational Initiatives for Iowa	Des Moines, IA
Sept 29	<u>Lewis Central Middle School</u> Met with Maureen Hoffman, 1999 Iowa TOY Various Classroom Visits	Council Bluffs, IA
Oct 2	<u>Iowa Western Community College</u> SW Iowa Agriculture Education Instructors Inservice	Council Bluffs, IA
Oct 3	<u>Iowa State University</u> Agriculture Seminar Course Presentation	Ames, IA
Oct 4	C & M Community School District Teacher Quality: It's Personal, It's Professional K-12 Faculty	Massena, IA
Oct 5	Alpha Delta Pi Education Sorority Teacher Quality: It's Personal, It's Professional	New Hampton, IA
Oct 6	<u>New Hampton Community School District</u> Faculty Meeting Before School Various Classroom Visits 4 th Grade Shoot for the Stars Presentation (225 students)	New Hampton, IA
Oct 10-14	National Teacher Forum	Washington, D.C.
Oct 16	Iowa Teacher of the Year Interviews	West Des Moines
Oct 16	Taping for Teacher Compensation Video	West Des Moines
Oct 18	<u>Danville Community School District</u> Faculty Meeting Before School 4 th Grade Shoot for the Stars Presentation Presentation for Prospective Ag & Natural Resources Students Presentation for Prospective Teachers	Danville, IA
Oct 18	<u>New London Community School District</u> Teacher Quality: It's Personal, It's Professional K-12 Faculty School – to – Work at Carroll Schools 9-12 Faculty	New London, IA
Oct 19	<u>Luther College</u> Student Teacher Seminar Presentation "Why Do You Want to Teach?" Seminar Breakout: Discussion of Student Teaching Experiences K-6 Seminar Breakout: Discussion of Student Teaching Experiences 7-12	Decorah, IA
Oct 26	<u>Iowa Department of Education</u>	Des Moines, IA
Oct 28	<u>Iowa State University</u>	Ames, IA
Oct 30	<u>Ft. Dodge Community Christian Elementary</u> PK-2nd Grade Shoot for the Stars Presentation 3 rd -4th Grade Shoot for the Stars Presentation	Fort Dodge, IA

Oct 31	<p>5th-8th Grade Shoot for the Stars Presentation 3rd-4th Grade Agriculture Careers Presentation 5th-8th Grade Agriculture Careers Presentation</p> <p><u>Simpson College</u> Human Relations & Child Psychology Classes Campus Wide Forum on Educational Issues</p>	Indianola, IA
Nov 1	<p><u>NWMSU</u> Methods on Ag Ed Class Presentation SAE/FFA Foundations Class Presentation Alpha Tau Alpha Ag Fraternity Presentation</p>	Maryville, MO
Nov 2	<p><u>Iowa State University</u> Governor's Council on Ag Education Meeting</p>	Ames, IA
Nov 3	<p><u>Shenandoah High School</u> FFA Officer Leadership Presentation Animal Science Class Presentation</p>	Shenandoah, IA
Nov 7	<p><u>Webster City Middle School</u> 7th Grade Math / Science Teacher Meeting 6th Grade Presentation – Proud to Be an Iowan 8th Grade Team Meeting 8th Grade Project Business Class Presentation – Entrepreneurship 6th Grade Project Explore Class Presentation – Leadership Development Teacher Quality: It's Personal, It's Professional - Middle School Staff Developing Collaborative Community Relationships - Middle School Staff</p>	Webster City, IA
Nov 9	<p><u>Corning Community School District</u> Teacher Appreciation Banquet Keynote – Teacher Quality: It's Personal, It's Professional</p>	Corning, IA
Nov 13	<p><u>Audubon County Soil Commissioners Banquet</u> Keynote Address - Our Youth: Our Most Important Natural Resource</p>	Exira, IA
Nov 15	<p><u>Clarinda High School</u> Classroom Visits Teacher Informal Discussion</p>	Clarinda, IA
Nov 17	<p><u>IASB Annual Meeting</u> Visited Show and Tell Booths Final General Session</p>	Des Moines, IA
Nov 20	<p><u>Lewis Central Community School District</u> Teacher Quality: It's Personal It's Professional – K-12 School Staff</p>	Council Bluffs, IA
Nov 21	<p><u>Ellsworth Community College</u> Education and Your Future - 9-14 Career Day Keynote Address</p>	Iowa Falls, IA
Nov 27	<p>Christ the King Catholic K-8 Elementary 4th-5th Grade Shoot for the Stars Presentation 6th-8th Grade Agriculture Careers Presentation Teacher Quality: It's Personal, It's Professional – K-12 School Staff</p>	Des Moines, IA
Nov 27	<p><u>Governor's Hearing on Education</u></p>	Cedar Rapids, IA
Nov 29	<p><u>Odebolt – Arthur Community School District</u> Classroom Visits Administration Visit IM Computer Software Review (Links Standards & Benchmarks to Lesson Plans)</p>	Odebolt, IA
Nov 30	<p><u>Schaller – Crestland High School</u> Classroom Visits</p>	Early, IA
Dec 1	<p><u>Iowa Department of Education</u> Dale Gruis, Kim Anderson, Susan Fischer</p>	Des Moines, IA
Dec 1 – 2	<p><u>AEA 11 Teacher Mentoring Course</u></p>	West Des Moines, IA
Dec 4	<p><u>Colo-NESCO High School</u> Classroom Visits Administrator Visit</p>	Colo, IA
Dec 4	<p><u>Grundy Center Community School District</u> School Board Meeting</p>	Grundy Center, IA
Dec 5	<p><u>Gladbrook – Reinbeck High School</u> Classroom Visits Administrator Visit</p>	Reinbeck, IA

Dec 6	CEA Meeting- Lincolnway Uniserve Office My Experiences thus Far	Carroll, IA
Dec 6	ISEA Regional Meeting – Carroll Middle School Teacher Compensation in Iowa	Carroll, IA
Dec 7	Leadership Iowa – Carrollton Motel Local Public Stakeholders in Environmental Education	Carroll, IA
Dec 13	Carroll Community School District My Experiences – K-12 School Staff	Carroll, IA
Dec 13	Earlham Community School District Teacher Quality: It's Personal, It's Professional – K-12 School Staff Developing Collaborative Community Relationships – K-12 School Staff	Carroll, IA
Dec 13	Agriculture Professional Development Program	Jefferson, IA
Dec 14	New Market School District Classroom Visits: K-8 Shoot for the Stars: 5 th Grade Administrator Visit	Carroll, IA
Jan 4	Estherville Teacher Quality: It's Personal, It's Professional – K-12 Teacher Inservice	Estherville, IA
Jan 5-6	ISEA Legislative Session	Des Moines, IA
Jan 12	Agriculture Education Summit Facilitated Agriculture Organizations Roundtable Discussion Session	ISU - Ames, IA
Jan 15	Charter Oak – Ute Teacher Quality: It's Personal, It's Professional – K-12 Teacher Inservice Administrator Meetings	Charter Oak, IA
Jan 16	Iowa General Assembly Recognized by the Iowa House Through HR 4 – Rep. Rod Roberts Recognized by the Iowa Senate Through SR 1 – Sen. Jerry Behn	Des Moines, IA
Jan 17	NWMSU Meeting, Dr. Max Ruhl, Dean, College of Education & Human Services Meeting, Dr. Ron DeYoung, Dean, College of Professional & Applied Sciences Meeting, Mike Johnson, Director of Alumni Relations Methods of Teaching Agriculture Special Methods Class Presentation Agriculture Department Staff Meeting Meeting, University President Dean Hubbard Guest Speaker, ATA Ag Ed Club Meeting	Maryville, MO
Jan 17	NWMSU School & Society Class Presentation – Dr. Howren School & Society Class Presentation – Dr. Kilmer	Maryville, MO
Jan 23	Iowa State University Ag Ed Methods Class Agriculture Education Methods Class – Dr. W. Miller	
Jan 25	English Valleys High School Classroom Visits Administrator Meeting	North English, IA
Jan 25	Tri – County High School Teacher Quality: It's Personal, It's Professional – K-12 Teacher Inservice	Thornburg, IA
Jan 26	SE Webster Community Schools Classroom Visits Administrator Visits Parent Advisory Committee Meeting	Burnside, IA
Jan 27	Iowa FFA Alumni Convention Keynote Speaker – The Importance of Community Involvement in Education	Ames, IA
Jan 29 – Jan 31	Central College (DE Approval Visit) Lead Consultant – Dr. Sandra Renegar School Visits – Basics and Beyond Alternative HS – Newton, IA Prairie City - Monroe Middle School, Prairie City 2 Knoxville Elementary Schools 2 Pella Elementary Schools	Pella, IA
Feb 6	Walnut Community School District	Walnut, IA

Feb 7	<p>Teacher Quality: It's Personal, It's Professional – K-12 Teacher Inservice</p> <p><u>Pekin</u></p> <p>Administrators Meeting Art Classroom Visit Vocal Music Classroom Visit Agriculture Education Classroom Visit Teacher Quality: It's Personal, It's Professional – K-12 Teacher Inservice</p>	Pekin, IA
Feb 12	<p><u>Iowa Department of Education</u></p> <p>Meeting with Bureau of Tech & Vocational Education Staff</p>	Des Moines, IA
Feb 13	<p><u>Eddyville High School</u></p> <p>Classroom Visits</p>	Eddyville, IA
Feb 13	<p><u>Albia High School</u></p> <p>Classroom Visits Sub-District FFA Career Development Event Judging</p>	Albia, IA
Feb 14	<p><u>Kuemper Catholic High School</u></p> <p>Teacher Quality: It's Personal, It's Professional – K-12 Teacher Inservice</p>	Carroll, IA
Feb 14	<p><u>Carroll Middle School</u></p> <p>Shoot For the Stars – 8th Grade Presentation</p>	Carroll, IA
Feb 15	<p><u>Carroll County Soil and Water Cons Banquet</u></p> <p>Our Most Important Resource: Our Youth</p>	Carroll, IA
Feb 19	<p><u>Luther College</u></p> <p>Student Teacher Seminar Presentation “Why Do You Want to Teach?” Seminar Breakout: Discussion of Student Teaching Experiences 7-12</p>	Decorah, IA
Feb 20	<p><u>Audubon Community School District</u></p> <p>Administrator Visits Classroom Visits Teacher Quality: It's Personal, It's Professional – K-12 Teacher Inservice Community Collaboration Inservice</p>	Audubon, IA
Feb 26	<p>Johnston Parent Teacher Organization</p> <p>Quality Education, A Cooperative Venture</p>	Johnston, IA
Feb 27	<p><u>Carroll Area FFA</u> Open House</p> <p>Evaluator</p>	Carroll, IA
March 1	<p><u>Green Valley AEA Superintendent's Meeting</u></p> <p>What's Right with Education in Iowa</p>	Creston, IA
March 2	<p><u>Glidden-Ralston Community School District</u></p> <p>Administrator Visits Classroom Visits</p>	Glidden, IA
March 3	<p>Southwest District FFA Convention / CDE's</p> <p>Issues and Perceptions Career Development Event Judge</p>	Coon Rapids, IA
March 5	<p><u>Iowa DE</u></p> <p>Meeting with Susan Fischer</p>	Des Moines, IA
March 6	<p><u>Nashua-Plainfield Community Schools</u></p> <p>Administrator Visits Classroom Visits Teacher Quality: It's Personal, It's Professional – K-12 Teacher Inservice</p>	Nashua, IA
March 8	<p><u>Grundy Center Community Schools</u></p> <p>Administrator Visits Classroom Visits Put Your Dreams into Action – FFA Banquet Keynote address</p>	Grundy Center, IA
March 12-13	<p><u>Waldorf / Forest City Community School District</u></p> <p>Waldorf – Diverse Learner Class Administrator Visits Classroom Visits FCEA After School Tea - Remarks Rotary Club Forest City TV – Superintendent's TV Program taped at FCHS</p>	Forest City, IA
March 15	<p><u>Cornell College</u></p> <p>Foundations of Education Class Children's Literature Class</p>	Mt. Vernon, IA
March 16	<p><u>Pioneer Hybrid International</u></p>	Johnston, IA

	Education Department Visit / Discussion Current Issues in Biotechnology Discussion Partnership with Johnston High School Science Department	
March 17	District Speech Contest Contest Assistance	Carroll, IA
March 19	TOY Award Program , 2001, Airport Holiday Inn A Year in Review Pass the Tiara	Des Moines, IA
March 19	Meeting with Ted Stilwill and Susan Fischer	Des Moines, IA
March 19	Atlantic FFA Banquet Put Your Dreams into Action – FFA Banquet Keynote address	Atlantic, IA
March 20	Atlantic Community Schools Classroom Visits Middle Level Educators' Conference Keynote Address	Atlantic, IA
March 20	National Agriculture Day!!!	
March 21	Simpson College Class Presentations Department Head Meeting	Indianola, IA
March 21	Virtual Center Of Excellence: Prof Development 7 State Professional Development Cong for Ag Education	Ames, IA
March 22	Virtual Center Of Excellence: Prof Development 7 State Professional Development Cong for Ag Education	Ames, IA
March 22	Guthrie Center FFA Banquet Put Your Dreams into Action - FCCLA & FFA Banquet Keynote Address	Guthrie Center, IA
March 26	State FCCLA Star Events Event Judge	Des Moines, IA
March 27	Governor's Council on Ag Education Meeting with Governor Vilsack	Des Moines, IA
March 28	Odgen Middle School Career Pathway Panel – What it's like to be a teacher	Odgen, IA
March 28	Carroll County Leadership Consortium What's Right with Education in Iowa	Templeton, IA
March 29	ISU College of Ag Counselor Day Keynote Address	Ames, IA
March 30	Stanton Community Schools K-12 Faculty Breakfast - Remarks Administrator Visits Kindergarten Presentation - What is a Teacher of the Year? 1 st Grade Presentation - What is a Teacher of the Year? 3 rd Grade Presentation - What is a Teacher of the Year? 4 th Grade Presentation - What is a Teacher of the Year? 5 th Grade Presentation - What is a Teacher of the Year? Put Your Dreams into Action – FFA Banquet Keynote address	Stanton, IA
April 2	Carroll Community Schools Shoot for the Stars – 4 th Grade Presentation Shoot for the Stars – 2 nd Grade Presentation	Carroll, IA
April 3	AEA 2 Superintendent's Meeting What's Right with Education in Iowa?	Clear Lake, IA
April 4	Atlantic Public Library What's Right with Education in Iowa – National Library Week Delta Zeta Sorority What's Right with Education in Iowa	Atlantic, IA
April 5	Iowa FFA Ag Sales Career Development Event Official Scorer	DMACC, Ankeny
April 6	Iowa FFA Leadership Conference	Vet's, Des Moines
April 9	Logan-Magnolia High School Teacher Quality: It's Personal, It's Professional HS Teacher Inservice	Logan, IA
April 10	Buena Vista College	Storm Lake, IA

April 11	“Why Do You Want to Teach?” - Keynote Address Carroll Community Schools	Carroll, IA
April 12	Shoot for the Stars – 5th Grade Presentation Manning High School Classroom Visits Administrator Visits	Manning, IA
April 16	Iowa Department of Education Ted Stilwill and Susan Fischer Meeting	Des Moines, IA
April 17	Nodaway Valley FFA Banquet Put Your Dreams into Action – FFA Banquet Keynote address	Greenfield, IA
April 18	Lynnville-Sully Community Schools Administrator Visit Classroom Visits	Sully, IA
April 19	Aplington-Parkersburg Community Schools Administrator Visit Classroom Visits Put Your Dreams into Action – FFA Banquet Keynote address	Aplington, IA
April 20	Food, Fiber & Environmental Science Department (Central Campus Ag Education Program) Program and Administrator Visits Advisory Committee Luncheon Drake Education Department Discussion with Thomas Phillips (Pioneer) and Drake Faculty Roosevelt High School The Importance of Education and Careers in Education SCAVO – Des Moines Alternative High School Administrator Visit	Des Moines, IA Des Moines, IA
April 23	Carroll Rotary Club What’s Right with Education in Iowa	Carroll, IA
April 24	Roosevelt Elementary Shoot for the Stars 4 th Grade Presentation – Roosevelt Elementary Shoot for the Stars 4 th Grade Presentation – Madison Elementary Shoot for the Stars 4 th Grade Presentation – Hoover Elementary	Mason City, IA
April 25	Sac County Alpha Delta Kappa Spring Meeting What’s Right with Education in Iowa	Lake View, IA
April 26	Glenwood Community School District Teacher Quality: It’s Personal, It’s Professional K-12 Teacher Inservice Classroom Visits Administration Visits Glenwood EA Reception	Glenwood, IA
April 27	Western Zone AEA What’s Right with Education in Iowa	Guthrie Center, IA
April 28	Anita FFA Banquet Put Your Dreams into Action – FFA Banquet Keynote address	Anita, IA
May 1	Harlan / Atlantic Joint Lions Club Meeting What’s Right with Education in Iowa	Walnut, IA
May 3	Elk Horn-Kimballton FFA Banquet Put Your Dreams into Action – FFA Banquet Keynote address	Elk Horn, IA
May 4	Iowa Board of Educational Examiners Meeting	Des Moines, IA
May 8	Rockwell-Swaledale Community School District Teacher Quality: It’s Personal, It’s Professional HS Teacher Inservice	Rockwell, IA
May 9	Garner-Hayfield Community School District Teacher Quality: It’s Personal, It’s Professional K-8 Teacher Inservice Classroom Visits Teacher Quality: It’s Personal, It’s Professional 9-12 Teacher Inservice	Garner, IA
May 14	Southern Cal Community School District Classroom Visits	Lake City, IA
May 15	Wall Lake View Auburn Community School	Lake View, IA

May 24	Classroom Visits Iowa AEA Administrative Secretaries Conference	Des Moines, IA
May 24	What's Right with Education in Iowa Coon Rapids Community School District	Coon Rapids, IA
May 25	Classroom Visits <u>Griswold Community School District</u>	Lewis & Elliot, IA
	Shoot for the Stars K-3 Presentation – Elliot	
	Shoot for the Stars 4-6 Presentation – Elliot	
	Shoot for the Stars K-3 Presentation – Lewis	
	Shoot for the Stars 4-6 Presentation – Lewis	

For a link to all the Iowa School Districts on the Web, go to:

<http://juniormc.tripod.com//Iowa.html>

WHAT'S RIGHT WITH EDUCATION IN IOWA... A LOCAL PERSPECTIVE

Davis County School District

Bloomfield, IA

Learn Program

We operate this program after school until the activity buses leave at 5:15. This is a voluntary program for students to get some extra help with assignments or for organizational help in getting assignments completed. Parents can place their child in this, teachers make recommendations, or students can ask to come. It operates Monday through Thursday. We try to have refreshments for the kids. The students who routinely attend become a cohesive group with friends they might not have had before.

Work Experience Program

Our seniors can be part of a work experience program. Many school districts do this. Our community, however, is fairly small. It is sometimes difficult to find work sites for these students. The teacher responsible for this program developed a system where some of these students have become tutors in the middle and elementary schools. We have one senior who is here (middle school) every day from 1:00 to 2:30 p.m. We have it set up so that she is working with 6-10 fifth and sixth grade students in the area of math. These student shave had math class prior to meeting with her. She is able to reinforce what they have covered that day and help make sure they get assignments completed. We just had conferences last night (Oct 31). One of the student's parents told me that this has just worked fantastically for their child. They are so appreciative of that extra help.

For more information, email: dccsdarg@netins.net

I-35 Community School District

Truro, IA

Life Skills Course

Interstate 35 offers a life skills course in conjunction with our School-to-Work program. This is a new graduation requirement. It will be a one-semester course for all juniors. Three teachers will team teach the course. The Applied Communications, Business Skills, and Family and Consumer Science teacher will require a final portfolio. Each teacher will have 1/3 of the junior class at a time. After 6 weeks, each 1/3 group will rotate to the next teacher. Each teacher will be covering two main 3-week units that are employability skills for job getting and job-keeping in the 21st Century workplace.

Internet Courses

Interstate 35 offers Independent Science Study Courses via the Internet. These courses are designed to give students the opportunity to utilize the Internet to take college courses. Students will be required to complete all assignments and email them to the respective college.

For more information, email: heggert@I-35.k12.ia.us

Panorama Community School District

Panora, IA

At-Risk Program

This program is funded by allowable growth property tax dollars and is one of Panorama's attempts to meet the needs of all our students. This program supports

“at risk” students by funding a part time “At Risk” Coordinator and a shared Juvenile Court Liaison Officer. These employees along with our Guidance Counselors provide services to our students including Saturday School for extra help, Tuesday and Thursday evening “help sessions”, and summer school.

Strengthening Families Program

This program is a community wide program being presented by Panorama Community School District in Cooperation with Iowa State University Extension. Strengthening Families is available to all families in the Panorama Community School District who have children ages 10-14. It is a program designed to help parents build on their strengths in showing love and limits, to help youth handle peer pressure and make good decisions and to help families grow together. The program is funded through a Community Adolescent Pregnancy Prevention Grant from the Department of Human Services. Strengthening Families meets for seven consecutive Sunday evenings at churches in each of the five towns comprising our school district. Each church provides a light supper for the trained facilitators and participants. Each church is also responsible for providing childcare for children younger than ten years old. This is a community effort to build strong families in the Panorama Community School District.

For more information, email: john@panorama.k12.ia.us

Osceola Community School District

Osceola, IA

K-3 Early Intervention Reading Plan

Clarke Elementary School implemented the Clarke K-3 Early Intervention Reading Plan during the 1999-2000 school year. This plan met the requirements of House File 743 which requires Iowa school districts to submit a plan for improving

K-3 student achievement in the basic skills. The district hired a reading specialist who worked directly with students and teachers. Approximately five of the lowest reading students in each first grade classroom were identified. The reading specialist and first grade classroom, Title I and special education teachers met weekly to discuss research-based practices and plan for instruction. The reading specialist also worked with each first grade teacher individually to plan lessons for each classroom. The reading specialist was also in each classroom every other day to work in small groups with the identified students. The first grade teacher watched the reading specialist teach and then used some of the same strategies with the students the following day. The reading specialist also worked with each student individually for ten minutes every other day. Teacher associates worked with students on the opposite days. Reading volunteers were available to listen to students read at various times each week. Some students also received assistance from either Title I reading, special education, or English Language Learners (ELL) teacher.

Safe Learning Environment

During the spring of 1999, two principals and two teachers were trained in a program called First D-Fense. This is one of the many professionally designed programs to deal with school safety and school crisis situations. Following the training, representatives of the community were invited to a meeting to assist with the implementation of a crisis response plan for each of the schools. Soon after that time the “Columbine Incident” occurred and the awareness of school safety became a major issue nation-wide. The two principals inserviced all school employees at the start of the 1999-2000 school year. During the school year, a crisis team met periodically and minutes were taken at each meeting. The committee consisted of the county sheriff, chief of police, fire chief, commander of

the local highway patrol, hospital crisis representative, emergency medical representative, elementary principal, secondary principal and superintendent of schools. This committee continues to meet.

During the year, crisis drills were held in both buildings. Some of the drills were with the knowledge of the principals and some were unannounced. The law enforcement personnel were very complimentary regarding the actions of the students and employees during the drills. Also, during the year, drug dogs did unannounced searches at the secondary school. At the elementary school all doors were identified with large numbers for easy reference in case on an emergency and only the two main doors were open to the public. Other safety improvements were made to the physical structure of each of the buildings.

For more information, email: swaterman@clarke.k12.ia.us

Albia Community School District

Albia, IA

Mick Technology Center

The ACSD has several programs that are points of pride. The Mick Technology Center was donated to the district to ensure students have access to the some of the best technology instruction available in a rural area. Seventh and eighth grade students have the opportunity to "explore" the technology center through modules and computer lab experiences. These "explore" classes expand in the high school to a wealth of opportunities for all students.

Reading Recovery

The primary staff is especially proud of the Reading Recovery program. Reading Recovery is a highly specialized and individualized program targeting the lowest of the low achieving first grade students. It is founded on the research and teaching

of Marie Clay from Australia. The progress of the most at-risk emergent reader is truly remarkable. Research indicated that "graduates" of the program read at grade level throughout their school career. The statistics of the ACSD correlate with Marie Clay's research. It is a pleasure to step into a classroom and listen to a child read fluently as a result of the Reading Recovery program.

Technology

The ACSD was also awarded a \$90,000 connectivity grant to connect the two primary schools through a fiber optic network. Prior to receiving the grant, only one computer at a time in each building could be using the internet to expand learning. Now, each classroom can access the internet at any time. Additionally, the primary schools are now connected to the district's network system. Teachers are able to communicate through emails, etc. This will open the doors to the world to our youngest students.

New Teacher Mentoring

Mentoring beginning teachers is a priority in the ACSD. The district has always had a program pairing a veteran teacher with a beginning teacher. Building administrators have covered classes so the veteran and beginner could observe and work in each other's classroom, etc. The district has decided to participate in the formal mentoring program offered by Southern Prairie AEA 15 for the 2000-01 school.

For more information, email: foustn@aea15.k12.ia.us

Johnston Community School District

Johnston, IA

Academic Letter Awards Ceremony

Each fall the Johnston high School Academic Awards Ceremony is held to recognize those students in grades 10-12 who are receiving academic awards for their hard work over the past school year. A formal evening program is presented with a guest speaker and followed by the presentation of the academic awards. Parents and students alike show up to recognize the achievements of these students. Refreshments and a social gathering follow the event which is very well attended each year.

For more information, email: mharswick@johnston.k12.ia.us

Community School District-Pioneer Hi-bred International, Inc. Partnership

Background Information: Ever since I arrived at JHS 5 years ago, there has been a direct connection to Pioneer. I was immediately partnered with Dan Wilkinson, a plant pathologist here at Pioneer. He supplied be with resources, lab materials, guest speakers, tours with my students, and tremendous support in a new field of education. In the summer of 2000, I attended Pioneer's "TechKNOWLEDGEy that yields" workshop. This enabled me to learn more about the agricultural side of biotechnology as well as providing me with more hands-on science that I could take back to my classroom. In the fall of 2000, I was approached by our district superintendent, Dick Sundblad, our associate superintendent, Roger Scott, and my building administrator, Bruce Hukee, with their idea to take my relationship with Pioneer to a deeper level. We all agreed that we are very fortunate to have this company in our own backyard. We worked with Gary Thull at Pioneer to develop an action plan including the following tasks:

- Develop standards-based, grade specific materials for use by Johnston teachers as well as Pioneer employees that are asked to be guest speakers in the classroom.

- Create and implement a system for making such materials available to teachers throughout North America.
- Provide opportunities for Johnston teachers to do "authentic research" at Pioneer facilities as part of this process.
- Develop a list of Pioneer employees that would serve as guest speakers in the classroom.
- Create and implement a model Biotechnology course for Johnston High School.
- Explore the feasibility of providing teacher internships/work opportunities at Pioneer facilities.
- Explore the feasibility of providing student internships/work opportunities at Pioneer facilities.

Our mission is to integrate business and academic resources to create learning opportunities for students and staff, resulting in higher student academic performance.

In February 2001, a substitute teacher was employed by Johnston School District to teach one of my block biology courses to free me up in the afternoons to be at Pioneer. This gave me the opportunity to work in various areas of the company, including Entomology, Protein assays, PCR, Plant Breeding, Transformation and Human Resources. I initially sat down with two Pioneer employees and recent graduates of DMACC's Biotech program and we brainstormed the content and skills that we thought should be components of a high school biotech course. After researching what DMACC, ISU and various other high schools offer in their biotech programs, (and after my lab safety course),

I entered the labs at Pioneer. My list of content and skills grew as I asked each Pioneer employee to share with me their insight into the program.

There has been tremendous enthusiasm on their part with helping with the design of such a course, and the students of Johnston High School share their enthusiasm. They keep asking when the course will be offered and the plan is to offer it in January 2002.

The most positive part of my experience at Pioneer has been the connection to real science. Science curriculum is constantly changing and it is difficult for a teacher to stay current with the science behind the issues. Pioneer has provided me with the experts and the resources to stay on top of the most recent developments around biotechnology. As a classroom teacher, I look forward to bringing more authentic science into the high school.

For more information, email: svaughn@johnston.k12.ia.us

Ar-We-Va Community School District

Westside, IA

Technology Curriculum

Our district has made a large commitment to the infusion of technology into our classrooms. Our stated technology curriculum is: the elementary level will utilize technology for drill and practice, the middle school will teach the use of technology as a personal tool, and the high school will teach vocational technology uses. The elementary programs were donated an integrated curriculum software by the Ar-We-Va Foundation. The high school has added robotics, IBM business operations, etc. In the past four years three computer labs have been added and the buildings have been fully networked. The planning for curriculum and purchasing was completed by a technology committee comprised of teachers, administrators, board members and community members.

True Middle School Concept

The teachers trained as a group and have created an exemplary middle school employing home rooms, exploratories, teaming, etc. Our current freshman class is the first class to experience the full sixth through eighth grade middle school experience. The community is very high on the middle school and we are anxious to see the final product when the exposed classes graduate.

For more information, email: lgriffith@ar-we-va.k12.ia.us

Calamus-Wheatland Community School District

Calamus, IA

Integrated Studies

Teachers in the 8th grade English and Social Studies Departments work together to integrate their curricula. In a unit on early explorers, students are required to develop a power point presentation on an explorer approved by the Social Studies teacher. Half of the class is given classroom instruction on the overview of the explorers and their importance to history while the other half spends time in the computer lab receiving instruction on how to properly utilize the power point software. Students then spend time rotating between the two instructors working on their projects. All students come together to watch and critique the presentations.

Ag in the Classroom

Students from the high school Agriculture Education Department spend time preparing information learned from their animal science classes to present to the lower elementary students. Ag Ed students prepare hands-on activities and presentations for the students to participate in. Student learning and excitement is

high when high school students visit their classrooms with baby animals and other agricultural equipment.

For more information, email: cfreese@cal-wheat.k12.ia.us

Fairfield Community School District

Fairfield, IA

Modular Technology Labs

At Fairfield Middle School we have two modular technology labs: one in industrial technology and one in family and consumer sciences. The content is presented through a variety of different modules that students may choose to work through individually or with a partner. The teachers serve as organizers or facilitators. We think these labs provide excellent content area exploratories for 7th and 8th grade students. At the same time, they offer career exploration and integration/practical application of skills and knowledge from other areas such as math, science, reading and computer literacy.

Primary Early Intervention Program

Our primary early intervention program has reduced class size in kindergarten and grade one to nineteen of twenty students per section over the last two years. Since we have no additional space for further class size reduction, we are trying to work specifically on reading fluency with 2nd graders through a different approach. We used some of the early intervention funding to hire an additional teacher to provide five to seven minutes of extra oral reading practice every day for students we identified as needing work on fluency. We believe this additional practice will increase the number of 3rd grade students we will have reading at grade level.

For more information, email: kellyjo@fairfield.k12.ia.us

West Liberty Community School District

West Liberty, IA

Two – Way Immersion: Dual Language Instructional Program

This program is designed to have a 50-50 split in the balance of English and Spanish speaking students but will accept up to a 60-40 split. It does not matter which language is dominant in the program. Language dominance data is used to balance classes and determine first and second language development. Teachers are responsible for assisting students in the development of their native language. Teachers are also responsible for assisting students in the development of their second language through content area instruction and through instruction in second language development-English as a Second Language (ESL) and Spanish as a Second Language (SSL). Language development includes gaining knowledge and skills in the areas of listening, speaking, reading and writing. First and second language development will be accomplished in the classroom. The importance of language separation is understood. Concurrent translation does not exist. Dual language students will receive the same curriculum as English-only students plus Spanish and second language development. There is no grouping by language ability levels. All students learn together in a mixed, linguistic grouping for math, science, and social studies in English and Spanish. By rotating the schedules of subjects, each subject can be taught fifty percent of the time in English and fifty percent of the time in Spanish, building upon and expanding the previous day's learning.

For more information, email: lhoover@mail.west-liberty.k12.ia.us

Lourdes Catholic Elementary School**Bettendorf, IA**

We, at Lourdes Catholic School, had full faculty and staff attend the National Catholic Education Association Convention in Milwaukee, WI...April 18 and 19, 2001. It was a great stride in staff development for the entire school.

We have added a full day kindergarten program for 2000-2001. For the school year 2001-2002, we needed to add an additional class!

We have implemented a new language arts program in grades 1-8, purchased by our Home and School Association. Writing is the focus!

Technology: keyboarding at all grade levels

We automated our library and added \$10,000 worth of additional volumes.

For more information, email: bherter@mail.lourdes.pvt.k12.ia.us

Southeast Polk Community School District**Runnells, IA****ComServ Grant**

The ComServ Grant from the State of Iowa enables A K-12 Service Learning/Community Involvement program. We have had more request for participation from teachers and their students than there is grant funding available.

Alternative High School

Our alternative high school, The Harbor, was awarded a 3-year , comprehensive school improvement grant to implement “expeditionary learning” via Outward Bound.

For more information, email: condonk@se-polk.k12.ia.us

Armstrong-Ringstead Community School District

School Climate and Culture

Armstrong, IA

The district has worked with the Search Institute since 1989 as a result of a grass roots movement from the community who desired to better support students because of the needs of the changing workplace and societal changes. The initial Search Institute survey dealt primarily with attitudes and behaviors. Since then, the Search Institute has continually refined the process to where it is now—focusing on the developmental assets needed in school, life, and the workplace. The district has many strong programs to help support students based on the data they have collected. The middle school has a leadership program for the past four years that is aimed at supporting student empowerment and building leadership skills. In addition, the district launched a School Based youth Service Program in 1998 that sought to address climate and culture issues through involvement of all students in the district using the asset building model. Students have been involved in Service Learning, Conflict Mediation, Mentoring, After School Study Groups, Big Brother/Big Sister, recreational activities and other programs aimed at asset building.

Asset Building

The asset framework is a framework that includes everyone. Families, schools, neighborhoods, congregations, and all organizations, institutions, and individuals in a community can play a role in building assets for youth. Research shows that the 40 developmental assets help young people make wise decisions, choose positive paths, and grow up competent, caring, and responsible. The assets are grouped into eight categories:

Support

Empowerment
Boundaries and expectations
Constructive use of time
Commitment to learning
Positive values
Social competencies
Positive identity

For more information, email: Janice Gadberry (712) 866-0191

Graettenger Community School District

Graettenger, IA

Staff Development

The Graettinger CSD has provided extended and expanded staff development for staff for the last three years. Staff development activities are designed to meet the needs of the learner and the goals of the school. Teachers have the time and opportunities to learn the knowledge, skills, and attitudes that support caring environments and challenging work that improves all students thinking and learning. Our district will ensure that we continually give support and provide these opportunities for all our staff through professional development that is on-going, sustained, and meets the needs of staff based upon student achievement data.

The Joyce and Shower's model for staff development will be used so that theory, practice, continuous monitoring, support, and follow-up will occur. At least three times during the year, staff will be asked to respond to questions concerning the staff development to continually locate gaps in learning and in meeting individual needs. The staff development plan follows the DAR model for

plan development and is based on research and best practices that are identified in the action plans.

For more information, email: dmart@graettinger.k12.ia.us

William Penn University
Literacy Tutoring Project

Oskaloosa, IA

Our Literacy Tutoring Program is made up of several sites where William Penn University students are given the opportunity to tutor homeless or at-risk students. The program sites are within our home community of Oskaloosa, in Ottumwa, and within the Des Moines area. At the metropolitan Des Moines sites, tutors work at a local shelter providing younger students with educational curriculum and assisting older students with daily homework activities. Des Moines area site tutors provide additional educational assistance to adolescents who seek someone to talk to or educational help. In the Oskaloosa area, tutoring is provided to elementary students from the local school district. Tutoring is also provided at the local middle school and high school. At both sites, students are first assisted with their homework, then they are provided with educational activities to help them meet current learning goals.

For more information, visit the website: <http://www.wmpenn.edu/LTP2.html>

Or email: noah@wmpenn.edu

New Hampton Community School District
Early Childhood Education

New Hampton, IA

The Early Childhood program of the New Hampton Community School District believes that all young children can succeed. Both the Learning Center

and the Preschool Developmental Classroom emphasize the whole child in a supportive, nurturing environment to encourage the development of a positive self-concept. The children develop cognitively, socially, physically, and emotionally in their own time and in their own way.

Both early childhood centers provide experiences and activities that are developmentally appropriate for the age and individuality of each child. Children are given the opportunity to act mentally (minds-on) as well as physically (hands-on) with their activities and to reason about the results. They are allowed to exercise choice as a building block to decision-making and problem-solving strategies. The program values and respects diversity in the children and builds on individual differences. The early childhood program promotes success for young children as they move from one developmental stage to the next.

Extended Learning Program

The Extended Learning Program provides enrichment and learning support for the talented and gifted students of the district. All students have enrichment opportunities through the classroom curriculum. The ELP serves as a resource for classroom teachers in order to meet the needs of small groups and individuals with special abilities at all levels.

A pullout program is provided for the 3 – 5% of the students in grades 3 – 8 identified as possessing outstanding talents and abilities. The ten to fifteen percent of the students at these grade levels identified as talented and gifted will be placed in an ELP pool and served by the ELP coordinator on an interest/need basis.

At the high school level, the ELP coordinator is employed for one period per day. The coordinator spends this time meeting with and planning for students and responding to the needs of classroom teachers.

For more information, email: r_longmuir@new-hampton.k12.ia.us

New London Community School District

New London, IA

Educational programs include strong athletic and music booster organizations. In the elementary we have offered programs on parenting to help your kids learn. More informal or selected programs are hard. We worked well with the community on our CSIP and are currently working with a community group on youth development and needs. We share facilities with local organizations frequently. We also provide open lab one night per week for anyone. Students are involved with typical organizations and we have limited peer mediation/conflict resolution.

For more information, email: libeames@ipserv1.new-london.k12.ia.us

Ft. Dodge Community Christian Elementary

Fort Dodge, IA

Desktop Publishing Program

Community Christian School has a strong desktop publishing program. Each class writes stories about events such as field trips, guests, and topics of study then scans photos or line drawings to complete a two-page insert for the school newsletter, the CCSignal. The junior high class creates a thirty-two page memory book for the entire school on the computer.

Missions Day

Each year students in grades three through six thoroughly research a state or a country. For the country, one area of investigation is the need for Christian missionaries and the work being accomplished. A States Day or Missions Day culminates the project with displays about the region, costumes, souvenirs, and best of all -- snacks -- for parents and the rest of the classes.

For more information, email ccschool@dodgenet.com

Simpson College

Indianola, IA

Elementary Social Studies Curriculum on the Web

Mark Peterson utilizes the web for much of his Elementary Social Studies class via the web. For the best description of this project, view his web page at :

<http://www.geocities.com/mapneon/Educ305.html>

For more information, email: petersonm@storm.simpson.edu

Shenandoah Community School District

Shenandoah, IA

For the past two years, the high school staff and I have been discussing how to address students that are failing. We have incorporated progress reports and homerooms to help address this problem. In February, the staff and I come up with an idea that the person who was going to be the alternative school teacher would come out to the high school from 2:00-5:00 every day and work with students after school that were receiving D's and F's. Next year the Shenandoah school district will not have an alternative school so I am recommending the following proposal:

When Shenandoah High School students are earning D or F grades, it is the responsibility of both the teachers and the students to work to improve their grades. During the 2001-2002 school year, the last block will end at 2:57 p.m. Students earning a grade(s) below C- will report to teacher(s) of the class(es) in which their grade(s) are deficient to receive additional help/time. Dismissal time for these students will be 3:45 p.m.

Questions:

- How long is each block? **90** minutes (Same as before)
- How long is lunch? **30** minutes (It use to be **35**)
- How long is homeroom? **15** minutes (It use to be **20**)
- How long is passing of classes? **4** minutes (It use to be **5**)
- What time does school start? **8:00** (It use to be **8:05**)

- What time does school end? **2:57** (It use to be **3:20**)_
- What about students that ride the bus that are not receiving D's or F's? They would go to their homeroom teacher's room to do homework, use the computer lab, or the library to do research.. At 3:20, they can catch their bus.
- What time can teachers leave? 3:45. Since school would start at 8:00. Staff would have to be here by 7:45.
- Where will students go when coaches leave early to start practice? They would go to a teacher that would be in the same department.
- What about students that has more than one D or F? Student will have to choose one.
- How will teachers know those students with more than one D or F stayed after school? Teachers will post a list on the network of what students are getting D's and F's.
- Can teachers leave at 3:30 on Friday's? Yes, students can still stay until 3:30.
- Can a teacher keep a student after school even though they are not receiving a D or an F? Yes, teachers can keep students if homework is not complete.
- What time does practice start? 3:20

Ideas:

- Students with In-completes have time to make up work.
- Library would be open for students to work.
- The computer lab would be open for students
- Athletes have some time before practice to do homework.
- Less time would be taken out of class for athletics. Buses leave some times at 3:00, 2:45 and or 2:30. Each time there is a early bus departure, students would be in the class 23 extra minutes
- If a bus left a 3:30 or 3:45, athletes have time to get something to eat.
- Teachers that are coaching during that season would be responsible for lunch duty.
- Teachers would be required to document each contact that they would have with each student.
- Band and chorus lessons could be given
- This time is not for students that are receiving low grades, it is time that other students can ask teachers questions.
- Students can lift weights.

Schedule

8:00 – 9:30	1st hour
9:34 – 9:49	Homeroom
9:53 – 11:23	2nd hour
11:53 – 12:23	1 st lunch
12:23 – 12:53	2nd lunch
12:53-1:23	3 rd lunch
11:27 – 1:23	3rd hour
1:27 – 2:57	4th hour

Webster City Middle School

Webster City, IA

“Character Counts” Day at Webster City Middle School

During National Character Counts week, Webster City Middle School students and staff were involved in activities to promote the six pillars of character- trustworthiness, respect, responsibility, fairness, caring and citizenship. Interested parents, business representatives, and community members were invited to join the Middle School students and staff for the day’s festivities. Twenty-three speakers were invited during the morning session to promote the six pillars of character. Representatives of the various countries confirmed for attendance: India, Australia, Thailand, Sudan, Brazil and Guatemala. Other individuals from Webster City and the state of Iowa shared how the six pillars of character have helped them to succeed in their lives. During the afternoon, more exposure to the six pillars of character took place during the “Taste of Character” session where all students, staff, and community members had the opportunity to taste a small sample of food representing trustworthiness, respect, responsibility, caring, fairness and citizenship. Entertainment for the afternoon included an assembly

program featuring Fax Gilbert, an educator/artist from Iowa, focusing on building character education traits. Also, the “Respect Dancers” from the Dance Connection performed to some character education music in the afternoon. Enjoying “Character Through the Arts” showcased two individuals sharing their theatrical and musical talents with the audience. Throughout the week, the students also enjoyed various character education lunch menus, viewed some character education video, and had the six pillars of character integrated into their lessons.

Guiding Principles of Teaching and Learning

Webster City Schools have developed Guiding Principles of Teaching and Learning that include: Creating a comfortable, safe, positive environment; high, clearly defined expectations supported by standards, benchmarks and relevant curriculum; hands-on activities, experience-based learning, and active participation; use of various instructional strategies, multiple assessment methods, and flexible and varying schedules; technology integrated across the curriculum; connections among school, business, community, and parents; school family members as positive role models, facilitators, encouragers, motivators, and lifelong learners.

Exploratory Modular Technology Units Based on the Six Career Pathways

Webster City Middle School’s exploratory program includes modular technology units that are based on the six career pathways instead of the tradition industrial education modules only. The following are the modules included:

- Agriscience / Natural Resources
 - Weather
 - Ecology

- Business / Information Management /and Marketing
 - Computer Graphics & Animation
 - Digital Design
- Health Sciences
 - Maxed Out
 - Healthy Heart
 - BioEngineering
- Arts & Communications
 - Audio Broadcasting
 - Digital Video
- Engineering / Industrial Technological Sciences
 - Energy, Power, & Mechanics
 - Digital Manufacturing
 - Robots
 - Engineering Bridges
 - Digital Transportation
- Family and Human Services
 - Interior Motives
 - It's A Dirty Job
 - Money, Money, Money

For more information, email: gscholtens@webster-city.k12.ia.us
www.webster-city.k12.ia.us/ms

Corning Community School
Communteers

Corning, IA

This is a group of high school volunteers that do work in the community for elderly people and for those that cannot do the work themselves or those that cannot afford to have the work done. This group of high-schoolers have rebuilt roofs, painted houses, replaced doors and windows, and built benches. The communteers do not accept any money for the jobs that they perform. All funds are raised locally and through grants.

Y-Teens

This is a group of high school girls that perform community service throughout the community. Their main focus is serving local businesses and organizations in the betterment of Corning.

New Teacher Mentoring

We started our mentoring program this year working with AEA 14 we were able to develop a program that includes discipline measures, effective classroom management, and writing and evaluation of lessons. We developed a notebook that we will take all of our new teachers through. We have 3 veteran teachers trained in mentoring and they will assist our new teachers to assure a positive learning environment for our students as well as increasing the enjoyment level of the new teacher.

For more information, email: mwells@aea14.k12.ia.us

Clarinda High School
Building Trades

Clarinda, IA

This program was introduced during the 2000-01 year as a joint venture between three area schools (Clarinda, Shenandoah, South Page) and IWCC. This program

allows high school students to participate in program that parallels Iowa Western Community College's construction program while still in high school. Students participating earn high school credit, college credit, and receive credit for apprenticeship training. Students are released one half day. During the first year, students were limited to building models and simulation experiences. In the second year, we plan to take the program to a new level where students will actually construct a single family dwelling. None of the districts operating independently could have provided their students with this experience. The collaboration needed to make the program feasible is the exciting feature.

Community Service/Compassion

All seniors at Clarinda High School must take American Government to meet graduation requirements. Students in this course participate in enrichment projects which yielded approximately 1300 hours of student community work. These projects included a winter fund raising project which benefited fourteen local families with gifts of food and presents at Christmas and supported groups such as SHARE, Forgotten Patients, Red Cross, and the Cancer Society. In the spring, these students organized a blood drive. We had 99 students participate as part of our tenth Bloodmobile.

In the same vein, the Spanish Club, sponsored a child through Compassion International. This is the sixth year the club has raised money to support this project, through the sale of advent calendars.

Time Study

During the 2000-01 school year the high school staff conducted a time usage study. We discovered we had one of the shortest school days compared to other high schools within the Hawkeye 10 Conference. With 401 minutes in our school day, we had 277 minutes committed to instructional time (69%) each day. This allocation placed us in the bottom half when compared to conference schools.

During the course of the first semester we held on-going discussions and reviewed several schedule models and proposals designed to increase instructional time. In the end the high school staff made the following recommendation to the School Board:

A. Physical Education classes were to meet everyday for one semester instead of every other day for the entire school year.

This change freed up one additional class period a year for students.

B. All students grades 9-11 are required to enroll in seven classes each semester. This translates into students taking one additional course each year.

The School Board adopted these recommendations. As a result, we now have 312 minutes of instructional time (78%) each day. This places our district in the top half when compared to other conference schools.

Mentor program

Our district requires all new teachers to participate in four, half days of training during the first two years of employment. This training reviews principals of instructions that have been a part of our on-going staff development efforts. In addition, these teachers have opportunities to shadow other staff members (K-12), as well as, seek advise regarding issues they are currently experiencing. Teachers are mixed so that new and veteran teachers are a part of each group. Groups are kept small to encourage sharing. This program assures that staff development efforts of the past are maintained, and provides a structured support system for new staff during the first two years within the district.

Christ the King Catholic K-8 Elementary

Des Moines, IA

We use the BEST program from Heartland AEA 11. Molly House instructed the mentor teachers and I do not know the name of the instructor that worked with the first year teachers but it is someone through Heartland too. The two projects that we are most proud would be:

Character Counts

"Dollar Jeans Days" with proceeds going to the needy- remember, we wear uniforms here.

Odebolt – Arthur Community School District

Odebolt, IA

IM Series Computer Software

[IM Series](#) is a powerful software system that enables educators to link every part of the instructional process together. It allows educators at every level to align standards, curriculum, instruction, assessment, and evaluation to reach and document student achievement. It will also manage grades, attendance, discipline, and many other areas involving students and/or the school district. IM Series is very comprehensive and flexible.

Odebolt-Arthur uses IM Series to develop and revise curriculum, and develop and revise assessments. The software has allowed students in some classes to take those assessments on-line. If given on line, the assessments are graded and may be recorded in the IM Series grade book. Documentation of instruction and assessment of the district's benchmarks, through the use of IMSeries, started this year. IMSeries will allow the district to document, in one location, student achievement on the standards and benchmarks and will allow us to customize how to report that information to the public.

2nd Grade Multiple Intelligence Discovery Center

The K-2 team at Odebolt-Arthur developed Multiple Intelligences center room called the Discovery Zone, where Gardner's eight intelligences are featured in the learning choices. Initially these centers are somewhat structured so that all the students experience learning in each of the intelligences. Students became more self-directed in the course of the year.. They eventually made their own choices of learning activities during their daily center time. Times in the Discovery Zone ranged from 20-30 minutes each day with the option of increased time when themes tie directly into the curriculum. The opportunities in this MI center room on a given two-week rotation when December holidays were the theme might look like this:

Word Center – students have the opportunity to write a letter to Santa, listen to stories, and practice rhyming words by making their own holiday-related tachistoscope. (listening, writing)

Art Center – students sponge paint both a place mat and a sack for gifts. Students also make holiday greeting cards using “The Writing and Publishing Kit” on MacIntosh computers. (math, design, technology)

Body Center – students make festive paper chains with their spelling words on them. In the process, they create their own patterns for the chains. (patterning, spelling)

Math Center – students go shopping in the Dollar Hollar store and price gifts from a catalog. Students role-play being the shoppers and the shopkeeper during the check-out process. (math, consumer science)

Music Center – students read, sing and listen to seasonal songs. (music, listening, reading)

Nature Center – students construct bird feeders by rolling pine cones in peanut butter and bird seed. (environmental science)

People Center – students work together on a choral reading or readers' theater or several seasonal stories. (reading, drama)

Self Center – students have a carrel or other private space in which to read a holiday story into a tape recorder for others to enjoy. (reading, speaking)

Use of the Discovery Zone has resulted in increased student motivation, time on task, application of classroom learning, and over-all enjoyment of involvement in their education. Negative behaviors decreased. The team monitored the students' growth using our districts' standards and benchmarks and the assessment tools developed.

High School Web-Based English Classes

Because of my interest in technology and my experiences in taking on-line courses, I decided to design off-site classrooms for Odebolt-Arthur's Contemporary Literature and College English classes. I have been fortunate enough to have a superintendent and a principal who wholeheartedly support my efforts. My student objectives were (1) to give the students an alternative to the structured classroom; (2) to give the students experience with distance learning; (3) to give the students educational independence; and (4) to give the students the opportunity to work at their own pace. I set up the sites to include a working syllabus (students could check daily for any of my comments or assignment changes), on-line activity forms that the students could fill out and e-mail directly to me, unit examples, a peer editing system, and a "real time" communication system for the purpose of group and individual conferencing.

Both classes were very successful. The students appreciated the freedom and the convenience of working on the Internet, and they enjoyed the on-line conferencing and e-mail connection. There were technology "bugs" that we worked out along the way, but we usually were able to problem-solve our way

through them. A small school such as Odebolt-Arthur must look at alternative ways of offering, presenting, and assessing materials. Not all students have the confidence or organizational skills to take this type of class, but for those who do, it helps them tremendously.

To visit the class web sites, go to: <http://www.geocities.com/contemporarylit>
<http://www.geocities.com/colenglish/>

For more information, email: sbecker@odebolt-arthur.k12.ia.us
dprofit@odebolt-arthur.k12.ia.us

Colo-NESCO High School

Colo, IA

Story County Vocational Consortium

Colo-NESCO High School is a member of the Story County Vocational Consortium along with six other high schools. Much of the program is offered at the Ames High School site. Program offerings include: Construction Trades, HVAC, Certified Nursing Assistant (CNA); Automotive (Ankeny Campus); Computer Maintenance Training in A+ and N+; Manufacturing; and a Graphic Arts Printing Program. Over 170 students take part in the program. Due to the program's success, a half time administrator has been hired to administer the program.

For more information, email: principalbuhrow@yahoo.com

Gladbrook – Reinbeck High School

Reinbeck, IA

Project Radical

Project Radical (Reduce Alcohol and Drugs and Increase Community Alliances and Liasons) was begun in 1998 with the receipt of a Success4 grant. A

coalition of educators, parents, senior citizens, health professionals, and businesspeople met to help direct this grant. From that groundwork, a new coalition was begun in 1999 which has been widening its impact and influence in our communities. Our main grant goal includes the following:

To reduce substance abuse among youth and over time among adults by addressing the factors in the community that serve to minimize the risk of substance abuse.

We have hired a full time at-risk coordinator for the Gladbrook-Reinbeck school district who serves 850 students. She is a member of our problem solving teams at the high school, middle school and elementary school. The coordinator has worked effectively to track those students currently on probation for drug and alcohol related offenses and has set up a program to deal with truancy and attendance problems. We have secured supplemental funding through an Iowa SAFE mini-grant to train three educators; the elementary and middle school counselors and the at-risk coordinator in the Strengthening Families curriculum. A Parent university was also presented which included topics on asset building, substance abuse prevention and parenting skills. A DARE reunion is being planned for grades seven and nine. The American Drug and Alcohol survey will be administered to measure the effectiveness of the Radical Program.

School-to-Work

The Gladbrook-Reinbeck Community School District has been involved in School-to-Work programs since 1998. One of the major successes has been our District-Wide School-to-Work Institute. Forty-one educators attended the event. The first day, eight speakers shared their expertise on various School-to-Work topics such as School-Based Enterprises, Developing Partnerships, Engaging All Participants, Applied Learning, Service Learning, School-to-Work Elementary Activities, and School-to-Work Sustainability. The second day we spent touring the following Marshalltown industries: Swift, Fisher Controls, Iowa Veterans

Home, and Tenneco Packaging. The third day was devoted to writing curriculum projects incorporating ideas from the institute into grade and subject levels. Four students participated in the first work experience class that met in an early-bird block every Wednesday morning. Students helped to plan and participated in a School-to-Work Banquet held in December with guest speaker Maureen Collins Williams. K-12 Career Fairs were held at Gladbrook and Reinbeck with over thirty presenters at each site. Each student continues to maintain a career portfolio.

For more information, email: koester@reinbeck.k12.ia.us

Carroll Community School District

Carroll, IA

Shared – Time Programs with Kuemper Catholic Schools

Agriculture Education

The Agriculture Education Department at Carroll and Kuemper High Schools was a dream of a group of dedicated advisory committee members that met over the 1990-91 and 1991-92 school years. Originally, there had been an Agriculture program at Carroll High School from 1936 – the mid 1950s. At the time, traditional Ag Ed Programs catered to the needs of farm boys. Kuemper, at the time, was St. Angela's girls academy. But in 1954, St. Angela's changed to a coeducational facility and was renamed Kuemper Catholic High School. At that time, the rural boys, who were mostly German Catholics, left CHS to attend KHS. That brought an end to the Carroll Ag Ed Program. Kuemper saw the need and began their own version of an Ag Ed Program. Since Kuemper was private, the Ag Ed Department was not able to officially be approved by the State of Iowa as a Vocational Agriculture Program and therefore could not have the FFA component. From 1954 until 1992, Kuemper's Ag Club was affiliated with the 4-H programming in Iowa.

In 1990, Iowa passed the Vocational Standards Act (SF 449) that required each high school in Iowa to have four vocational course offerings. Since Carroll High School only had three offerings, they knew that they would need to add a program. With the community backing and rich history of agriculture in Carroll County, the shared-time agreement with Kuemper was an obvious choice. The program was established in the fall of 1992 with 56 students and currently has over 180 different students enrolled between the two high schools.

Kuemper students receive KHS credits while Carroll students receive CHS credit. Carroll Community School District is able to count the enrolled students while the Kuemper Agriculture Education students are able to participate in a state approved program and ultimately, have the opportunity to participate in the FFA Organization. This has definitely been a Win-Win opportunity for the entire Carroll Community.

For more information, email: tpaulsen@carroll.k12.ia.us

Fridays Restaurant

Fridays Restaurant is offered by the Advanced Foods classes in the Family and Consumer Science Department at Carroll High School. Students that have taken Foods I & II are allowed to work in the restaurant. Students are involved in menu planning, ordering, inspection and sanitation, advertising, preparing and serving meals each Friday during the second semester. RSVP's are taken for each week's meals. Many times, special school meetings are held in conjunction with the school restaurant. They are sold out every week.

For more information, email: bmortenson@carroll.k12.ia.us

Earlham Community School District
Earlham Assessment Team

Earlham, IA

We have formed an Earlham Assessment Team comprised of teachers from the elementary, middle school and high school. This team is responsible for attending a series of workshops on using data to improve achievement, and sharing material with team members. Monthly teacher inservices for the 2000-2001 school year have focused on improvement of student achievement. Our AEA 11 educational team has provided inservice and consultation on data collection and assessment. The Earlham Board of Education has set a goal for the 2000-2001 school year to improve student achievement through better use of data. The administrative team and counselors have read and discussed Using Data to Improve Student Achievement by Deborah Wahlstrom.

For more information, email: doug_latham@earlham.k12.ia.us

New Market School District
Phonetic Awareness

New Market, IA

The Phonetic Awareness Reading Program which will increase the reading skills of students in the kindergarten to third grade level. This program will help New Market reach the annual goal of increasing reading skills of students in all grade levels.

Accountability Based Curriculum

The Accountability Based Curriculum revision process which allows teachers to identify what they want each student to know and be able to do. We are now working on assessment procedures to help determine student progress.

[Success4](#)

Success4 is a school improvement project that provides for total staff and community involvement in deciding what is best for our students.

For more information, email: pvaudt@new-market.k12.ia.us

Estherville

Estherville, IA

The Estherville Community School District participates in the Healthy Communities, Healthy Youth Program which is a part of the [Search Institute](#). All staff of the Estherville Community School District has participated in the 40 Developmental Assets Youth Need to Succeed training. Marilyn Peplau, Authorized Trainer for the Search Institute provided the training.

Participants were trained on how the forty developmental assets fit basically into two categories; external and internal assets. The external assets include: support, empowerment, boundaries & expectations, and constructive use of time; while the internal assets include: commitment to learning, positive values, social competencies, and positive identity. As part of the training, each participant was asked to describe what he/she was currently doing to build one of the assets in the children and youth who fall within their circle of influence.

For more information, email: steven.Colby@estherville.k12.ia.us

Newton Alternative High School (Basics and Beyond)

Newton, IA

Basics and Beyond is alternative high school serving the communities of Jasper and Marion Counties. The school offers students the opportunity to graduate from high school earning a diploma from their own home district, Basics and Beyond or DMACC. The facilities are the state of the art, giving students not only traditional high school classes but also flexible curriculum experiences. They

have a caring staff that offers students extensive one-on-one interaction to enhance their educational experience.

Students who have dropped from their regular high school may refer themselves to Basics and Beyond by personal contact. Currently enrolled students who have reached the age of sixteen or have completed the eighth grade (ninth grade for Newton Community School District students) are eligible for entry into the program. A referral from the principal or counselor of their resident high school is required. A student who completed the spring semester at a resident high school is considered currently enrolled in the fall.

For more information, email: (641) 791-1700

SE Webster

Burnside, IA

New American School Award Nomination

Southeast Webster High School has been selected as one of the ten high schools in the state of Iowa to be recognized as a New American High School. Southeast Webster was nominated by the Iowa Department of Education. If Southeast Webster receives the award, they will be the first high school in the state of Iowa to do so.

New American High School recognition is done by the United States Department of Education. The process to receive the New American High School designation is rigorous, but it is also valuable to the faculty and the administration to undertake. To be nominated, a school must demonstrate a system of education where schools, businesses, and institutions of higher education are focused on two objectives: to help all students achieve academically at a higher standard, and to expand young people's opportunities for postsecondary education and meaningful careers.

Southeast Webster High School has met these criteria through changes in the last four years due to work with School-to-Work and Comprehensive School Reform implementation grants. Southeast Webster High School is the first district who has been accepted as a High Schools that Work site. The district is working closely with the Southern Regional Education Board Consortium out of Atlanta to implement High Schools that Work strategies and key practices. The high school was also one of the first ten high schools in Iowa to pilot the JAG (Jobs for Americas Graduates) program. Based on the implementation of these new systems, the Iowa Department of Education felt the high school worthy of the nomination of New American High School status.

Over the next year, the district will be reviewed by the United States Department of Education. Curriculum and testing will be reviewed and monitored to see how changes implemented have affected student achievement and learning. The district will also be participating in a design studio in Boston in March. Representatives of Southeast Webster faculty, administration and board will also attend meetings in Seattle in May. The district will also receive technical assistance to aid in preparing for the New American high School designation. The district will receive a \$10,000 stipend.

Eagle's Nest

The Eagle's Nest is a school-based enterprise located in the high school. It is run by students and sells school memorabilia, school supplies, snacks, and pop to students during their study halls. The goal and objective is to be self-supporting, promote school spirit, and give students a place to relax for a few minutes each day. This project was initiated through our School-to-Work Implementation grant.

For more information, email: mailto:m_jorgensen@se-webster.k12.ia.us

Pekin

Pekin, IA

Cooperative Education Program

Pekin's cooperative education program utilizes the talents of several different educators both in and outside of the district. The courses are taught by a certified vocational educator who also is the Agriculture Education Instructor, and a retired high school principal coordinates all of the worksites. This allows the instructor time to be in the school district to without a large part of his time dedicated to travel. The former high school principal has numerous community contacts and makes an excellent worksite coordinator.

Middle School Advisor-Advisee Program

A middle school advisor-advisee program is in place that allows each and every student to have a place where they feel like they "belong". Since this program was developed, discipline problems have decreased.

For more information, email: macklemr@aea15.k12.ia.us

Kuemper Catholic High School

Carroll, IA

Shared Time Programming

Kuemper has several sharing arrangements with Carroll Community School District. At the high school level, we are able to share in sports in the areas of soccer, tennis, swimming, and cross-country. Academically, our students share in the Agriculture Education, Multiple Occupations & Internship, and Light Construction classes. These programs have been a win-win for students from both school districts.

For more information, email: kconradt@kuemper.pvt.k12.ia.us

Audubon Community Schools**Audubon, IA****Teacher Mentorship Program**

We started using the Best program provided by Heartland AEA 11. It is a best practice, research-based program developed in Arizona. Both the new teachers and their mentors received monthly training through this program. Teachers from Adel and Stuart (who had been trained by Heartland AEA staff) came out to Audubon to train us. Now, our teachers who were trained as mentors will be able to assist with the program in our school next year.

Saxon Phonics Program

Elementary School: Second year for the Saxon Phonics Program. Adopted this program to complement the whole language program---First and Second Grade.

School-to-Work

School-to-Work Grant, \$100,000--Hired a part time school-to-work coordinator. Career Days for Middle School through High School--Job Shadowing, teacher training, etc.

Technology Literacy Grant

Technology Literacy Grant --2000-2001 for \$40,000--purchased 22 Macintosh wireless iBooks for the elementary and middle schools and a new iMac Lab in the High School

For more information, email: rpaulsen@audubon.k12.ia.us

Glidden-Ralston Community School District**Glidden, IA****New Teacher Mentorship**

Progress Made: The goals of the Glidden-Ralston Beginning Teacher Induction program are: 1) To promote excellence in teaching 2) To build a supportive

environment within the school district 3) To increase the retention of promising beginning teachers, and 4) To promote the personal and professional well-being of teachers. To achieve our goals we implemented the following strategies and activities.

- Initial and ongoing orientation. Through the beginning teacher induction grant program we have been able to provide a mentor for each new teacher in our system. Mentors, beginning teachers, administration and board members met as a group at the beginning of the school year. Beginning teachers were introduced to the work setting, to key people and places, to the traditions and the organization culture, the district's expectations of professional staff and to the curriculum and other programs of the district.
- Beginning and mentor teacher support groups. Mentors and beginning teachers have met monthly at 7:00 AM for a breakfast meetings to discuss various topics including: classroom organization, home/school communication, stress management, technology integration, motivating the slow learner and differentiated instruction. Participants suggest topics. In addition, program facilitator, Vicki Lowe meets regularly with beginning teachers and mentors to discuss individual progress and concerns.
- Direct personal/professional assistance through mentoring. Substitutes have been hired so that mentors and beginning teachers can observe in each other's classroom with post observation conferences. Mentor teachers and beginning teachers work together on effective lesson design and teaching strategies to improve professional practices.
- Initial and On going staff development. Ed Skowronski, AEA 11 school improvement consultant for our district has provided mentor training in peer coaching and reflective practice. Mentors and beginning teachers have attended various workshops and staff development opportunities.

For more information, email: vlowe@glidden-ralston.k12.ia.us

Nashua-Plainfield Community Schools

Nashua, IA

Nashua Elementary School Store

The Husky Mart started in 1999. I was interested in doing something to help my students learn about money. I took a course on Project Based Learning and developed the plan for the Husky Mart. We were given a \$250 grant from the School To Work program to initially buy materials. The store is open twice a week for 15 minutes before school. The 4th graders work at the store, count money, keep track of inventory, order, and make sales flyers. They love to work in the store. They must pass a "money test" before they are allowed to work the first time. They are closely supervised when working at the store, counting money, ordering, etc.

We have learned a lot about money and how to run a store. We only sell school supplies. We have learned what "profit" means. The 4th graders have given several presentations about the school store including one at the state school to work convention. We have used our profits to help our community and our school. We have made donations to the new fire station and the Little Brown Church. We have given the students at Nashua Elementary pens & pencils and have also given the teachers things from the store.



For more information, email:

cdavis@nashua-plainfield.k12.ia.us

Outdoor Learning Center

The Nashua Elementary School was very happy this winter when we received word that the school had qualified for a McElroy Grant for \$2000. We will be using the money for an outdoor learning center. Last year the few children who won the stepping stone contest design contest has so much fun making them for our little landscaping area that we have decided to make this a community project. We would like any family, organization, or group who would like to help design and make a stepping stone for our outdoor classroom. At a later date we will have some work sessions in the evenings and on Saturdays at the school.

Karen Waterman 435-2062

Carol Strike 435-4889

finish and edit

Grundy Center Community Schools

Grundy Center, IA

Grundy Center Ag Education / FFA Program

This year concludes the second year of Ag Education in the Grundy Center School District in more than 18 years. To this point, it is having an extremely successful start and things appear to be gaining momentum.

Prior to the start of the program there were 3 to 5 students at any one point in time during that would attend ag education classes at a neighboring school district. With this not being an ideal situation, but also showing a need for ag education in the school district, the district decided it was time to bring agriculture education back to Grundy Center.

The first year of the program 19 people joined the FFA and approximately 35 different students took ag classes. This year, 36 people joined the FFA and 60 different students took ag classes. Next year looks even better.

The school district and the community are very supportive of this program and I am extremely pleased as well as excited to see what the future holds for ag education in Grundy Center, Iowa.

For more information, email: mjanssen@grundy-center.k12.ia.us

New Teacher Mentorship

We assign a veteran teacher to each new teacher that comes into our district. Two years ago, we had 4 new staff members and for the first twelve weeks I was able to meet with them each week for about 30 minutes. I do think it paid off in the beginning but after the first twelve weeks I did not give them much assistance. Because so many teachers are busy before and after school it is difficult for young educators to get the help they need.

Academic Decathlon Class

The specific course content changes every year based upon the Academic Decathlon study guide for that year. The .5 credit class will emphasize content in the decathlon areas of Art, Literature, Music, Social Science and Science. Students will study in each curricular area and make a series of presentations to the class. Students will also prepare and present a 3 ½ to 4 minute speech. **Important:** **Participation in the regional Academic Decathlon competition is a requirement for this class.**

For more information, email: gwaugh@grundy-center.k12.ia.us

Forest City Community School District

Forest City, IA

Wind Turbine

Forest City Community Schools is turning wind into electricity to power its buildings, and it seems fitting that the idea started with a student. The project began five years ago with a senior physics student. The student had a study hall and was looking for a project. The student was told that Spirit Lake Elementary School was using a wind turbine to generate electricity and encouraged to find out more. It wasn't long and the student had become an expert on wind energy. The student's research persuaded city officials to install an anemometer on the water tower to monitor wind energy. The results showed a good wind supply. The student also found that northwest Iowa is one of the windiest places in the country. His findings impressed school administrations, so the board decided to take a closer look. A Wind Energy Task Force was developed, and an engineering firm was hired to validate wind data, research turbines and look into whether an electrical agreement could be developed. After a year of research, the committee recommended the school construct a wind turbine. The project was bid out in June 1998 and the turbine became operational in May 1999. The turbine produces 60 to 85 percent of the school's electrical needs. At its full peak, the turbine is estimated to produce 1.3 million kilowatts per year. In a given year, Forest City Community School District consumes 1.6 million kilowatts.

High School Advisor-Advisee Program

The purpose of the Forest City High School Advisory Committee is to provide each student with someone who they can go talk to on a regular basis about a variety of concerns. The program helps to establish a closer tie between Parent, Teacher, and Child in regards to school. It also helps students to select

coursework appropriate to future career needs through the development of a career action plan of CAP. The AA groups meet each Wednesday for twenty minutes. This time allows time for various housekeeping activities that take place throughout the school week such as voting for homecoming court, graduation information, etc. However, the primary focus of the AA time is to build student and teacher relationships. This is done through a number of sequentially planned student activities that include: Forest City Betterment and Community Service Planning, Prisoner of War Guest Panel, Guest Speakers, A Olympics, Hobby Day and the like.

For more information, email: dpierson@forestcity.k12.ia.us

Atlantic Community Schools

Atlantic, IA

Self-Study Process

Self-study process to look at middle school needs and improvements needed. One item we followed through on was the reinstatement of a middle school guidance counselor position for next school year. Other items tied into team planning time and programming needs for our middle-schoolers.

Southwest Iowa Middle Level Conference

The Southwest Iowa Middle Level conference was hosted by Atlantic Middle School in March. We had 100 educators from southwest Iowa attend and / or present at the conference. Many different middle level topics were presented.

New Teacher Mentoring Program

The Atlantic School District has implemented a mentoring program for new teachers to the district for next school year. We will train 12 mentors to work with the new teachers in the 2001-02 year.

For more information, email: treecker@ns1.atlantic.k12.ia.us

Odgen Middle School

Odgen, IA

Career Education Panels

Career Education Panels are presented to the eighth graders each year as part of the School-to-Work program. Three presenters are invited to attend each of the six career pathways. Pathway panels are repeated twice. These panels allow the students the opportunity to choose two career pathways of interest and then find out about the day to day experiences of the presenters.

For more information, email: gpaulsen@odgen.k12.ia.us

Stanton Community Schools

Stanton, IA

Building Trades

Stanton Community Schools offers a course called Building Trades via a 28E Agreement with Red Oak Community Schools and Southwestern Community College in Creston. The students from several districts have been involved in building several complete homes.

Computer Technology A+ and Network+ Certification

In cooperation with Red Oak Community School District and SWCC, we are looking at offering several new courses for 2001-02 which should benefit many area youth. The first two descriptions are for the A+ Certification and the second two are for the Network+ Certification.

360:160 Computer Hardware Basics: Students will be trained to properly install, configure, upgrade, troubleshoot, and repair microcomputer hardware. This will include having basic knowledge of desktop and portable systems, basic networking concepts, and printers. Students will also be asked to demonstrate

knowledge of safety and common preventative maintenance procedures. This course will prepare students who take CompTIA's A+ Certification exam.

360:165 Computer Software Basics: Students will be expected to demonstrate knowledge of DOS, Windows 3.x and Windows 95 for installing, configuring, upgrading, troubleshooting, and repairing microcomputer systems. Emphasis will be placed on function, structure, operation, and file management; memory management; installation, configuring and upgrading; diagnosing and troubleshooting; and networks. This course will prepare students to take CompTIA's A+ Certification exam.

360:170 Networking Technology: This course is designed to give students a basic working knowledge of basic network structure of major operating systems. Topics covered will include: physical, data link, network, and transport layer concepts; TCP/IP fundamentals and utilities; remote connectivity; and security. This course will prepare students to take CompTIA's Network+ Certification exam.

360:175 Networking Practices: Students will learn the basics of installing, maintaining and supporting and troubleshooting networks. Systematic approaches to identifying the extent of network problems and taking proper steps to correct the problems will be emphasized. This course will prepare students to take CompTIA's Network+ Certification exam.

For more information, email: jashley@aea14.k12.ia.us

Manning High School

Manning, IA

Greenhouse Project

Washington Irving once said, "Great minds have purpose; others have wishes." It has been a long-time wish to have a greenhouse at the Manning Community School, and because of the innovative, highly motivated people

dedicated to this purpose, the project has become a reality.

Accomplishing this dream hasn't been easy. To demonstrate this, I would like to describe some of the steps of this project and the obstacles that had to be eliminated. The first step was overcoming the resistance to getting the project approved. It had previously been brought before the school board and turned down more than once. The Advisory Committee's persistence paid off because after visiting two other schools' programs and gathering information, the committee was able to convince the school board of the educational validity of the project and to persuade them to donate \$10,000 to the endeavor. After approval, the real work started. The committee helped round up funds to cover the cost of the \$35,000 structure. To do this, they found and wrote grants and solicited funds from both local businesses and outside companies. After fund raising was initiated, the project proceeded, but the extensive work of the committee continued. Group members had conference calls to visit with the selected greenhouse company, ordered the 22' X 48' building, and organized the construction of the facility. Planning the construction took considerable time as well. Group members volunteered their own hours, lined up outside help, and contacted the electric, gas, and water companies to hook up utilities. Finally, to showcase the project, the committee helped organize a spaghetti supper and greenhouse viewing. Because these group members had determination and purpose, they were able to make the greenhouse undertaking a reality instead of simply a wish or a dream.

For more information, email: lrupnow@manning.k12.ia.us

Applington-Parkersburg Community Schools
Building Trades

Aplington, IA

Building Trades is a class that is held during the last two periods of the day. They have constructed three houses in the last three years. The class starts in the fall and the basement of the house is formed. The building trades class takes over from there. They completely construct a house over the course of the year. It is a great deal for the person having the house built and it is the ultimate learning experience for the students in class.

Physical Education

It is a lot more than just a P.E. class. Our high school curriculum has really been developed over the last several years. Besides the usual activities, the students are involved in repelling, a unit on roller blading, CPR is taught to all juniors and seniors, a skiing trip to a resort in Iowa and one in Minnesota and the seniors finish the year off working with the DNR in the Fish Iowa program and spend a day at an area lake.

For more information, email: <mailto:ejensen@apl-park.k12.ia.us>

Pioneer Hy-brid International

Johnston, IA

Education Support Program (ESP)



The **Pioneer Hi-Bred Int'l, Inc.** **Education Support Program** **Concepts and realities**

Education Support Program (ESP) **Mission**

Our mission is to help develop future employees, leaders and citizens who have the capacity to make the world "a better place" by:

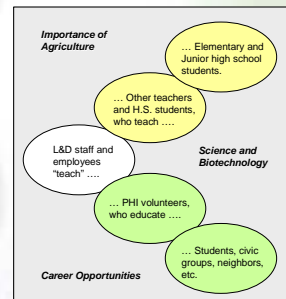
- ♦ Anticipating "high impact" opportunities and challenges
- ♦ Effectively evaluating complex issues
- ♦ Responding appropriately to these opportunities and challenges

K-12 Support Strategy

Grade Level	Importance of Agriculture	Science and Biotechnology	Career Planning	Activity Location	Support Type
K-4				Off-campus	Volunteer Program
5-8				Off/on campus	Volunteer and "Formal" Program
9-12				On/off campus	"Formal" Program

FY 2001 ESP Strategies

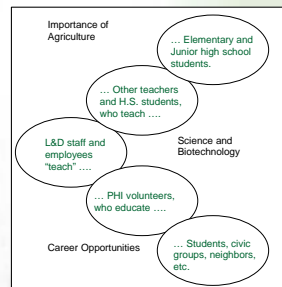
- ♦ Continue developing and implementing "Teach the Teacher" efforts
- ♦ Develop and implement a "Volunteer Program" that integrates well with "Teach the teachers" efforts
- ♦ Explore the feasibility of a joint DuPont-PHI biotech education effort.



Volunteer Program goal

Help increase -and enhance - student, teacher, employee and community understanding and appreciation of agriculture, science and ag-related career opportunities.

We will do so by working as teams to create and deliver relevant, interesting, real world-based material to interested K-12 individuals and groups.



Grade Level	Importance of Agriculture	Science and Biotechnology	Career Planning	Activity Location	Support Type
K-4	Pioneer Education Support Program "priorities"			Off-campus	Volunteer Program
5-8				Off/on campus	Volunteer and "Formal" Program
9-12				On/off campus	"Formal" Program

For more information, email:

gary.thull@pioneer.com

Central Campus, Des Moines Public Schools

Des Moines, IA

Concept Overview

Central Campus is an extension of the programs offered at the high schools in Des Moines. Students planning to graduate from any Des Moines high school

have the opportunity to attend. Students from all central Iowa high schools are eligible to attend classes at Central Campus on a space-limited basis. Central Campus offers 24 career and technical areas and 21 Advance Placement or Enrichment courses not available at the home high schools. Students who choose courses offered at Central Campus attend two or more periods in the morning or afternoon. Transportation between the home high schools and Central Campus is provided free of charge for Des Moines students. The Career and Technology Institute at Central Campus offers career pathways in Food, Fiber, and Environmental Sciences; Health Careers; Family and Consumer Science; Business Education; Aviation; and Trade and Technology Education. Students attending Central Campus have the opportunity to earn high school and college credit in a majority of our programs. Enrichment courses include Advanced Placement classes through Central Academy, world languages, and classes not available through the home high school.

For more information, email: steven.carnahan@dmps.k12.ia.us

Food, Fiber & Environmental Science Program

The Iowa Agri-Business Education Council formed in 1995 to address the growing shortage of qualified people to fill new technology related jobs in Iowa agriculture. Council members included business, educators, and government officials. The Council developed a K-12 educational initiative called the Food, Fiber, and Environmental Sciences (FFES) Program. Council members have provided more than \$400,000 in cash and in-kind contributions over the past three years to develop and launch the FFES Program. Currently, 178 students from 33 central Iowa schools participate in the FFES program and are studying such diverse programs as animal science, aquaculture, horticulture, marine biology,

environmental science, and veterinary technology. Students are actively involved in the FFA organization through leadership activities, career development events, work experience projects, and local chapter events. Over sixty students are involved with internships or mentorships. Locations include: Living History Farms, Blank Park Zoo, Pioneer Hi-Bred, Diamond Labs, Iowa State Skin Diving School, Science Center of Iowa, Animal Rescue League and many, many more.

For more information, email: cynthia.snell@dmps.k12.ia.us

SCAVO Alternative High School

Des Moines Independent School District

SCAVO is the alternative high school for the Des Moines Independent School District. It is housed in the historic downtown Model T plant in Des Moines next to Central Campus. It is made up of a high school and middle school component. The high school program is self-paced in nature. The middle school includes a self-contained, 6-8 behavior disorder program concentrating in academic and “wrap-around” components including a mental health strand. Two clinical social workers are part of the SCAVO team.

In the high school program, ED and BD students are segregated. Ed students spend considerable time working on life skills programming.

SCAVO students are allowed to participate in their home school’s activities, but SCAVO also has its own activities and graduation. According to SCAVO’s Principal, “Alternative Education is expensive. But it is a lot cheaper on this end than it is for rehabilitation and prison.”

SCAVO Campus Independent Voice

The students of SCAVO Campus, in conjunction with a \$5000 grant from the Des Moines Register to start the SCAVO Campus Independent Voice Newspaper. The newspaper includes sections on Community, a Calendar, an Opinion Page, Entertainment, Horoscopes, and various feature articles.

There are three main goals for this project. The first is to introduce students to free press as well as getting newspapers into the classrooms. Secondly, they hope to develop editorial and advertising policy and production procedures. The final goal is to issue a bi-monthly newspaper for the alternative education setting.

For more information, email: kittie.weston-knauer@dmps.k12.ia.us

Mason City Community School District
Benchmark Performance Assessment Project

Mason City, IA

Through this project all students in grades five, eight and ten complete a multi-task assessment linked to the employability skills of effective communicator; critical thinker, and self-directed worker. Students conduct research, with emphasis on primary source research in grade ten, and complete written and oral tasks. Partnerships are essential to the success of this project. Local business and industry and other educational institutions in our area provide the outside evaluators necessary for the approximately 1200 presentations which are evaluated. Students from the Alternative School serve as tech resources and room managers during the presentations, earning communication and community service credits in the process. This project has become an integral focus of interdisciplinary instruction since it was first implemented seven years ago.

Asset Model

Another partnership project exists with the Mason City Youth Task Force. The emphasis of this project is to develop positive assets in youth. The asset model

developed by the Search Institute has provided the basis for this project. The major focus for this year and for the coming year is to develop an understanding among youth and all of the adults in this community as to what are the assets and what conditions develop those assets. Each Monday the school week begins with the "asset of the week." This asset is discussed in classrooms, presented in church bulletins, and is the editorial focus for the Mason City Globe Gazette on Monday. This project is a joint effort among the public and parochial schools, the city, the media, and the faith community.

Graduation Portfolio

The third program offers a unique approach to the use of an advisor/advisee program to support expanded graduation requirements. In 2002, Mason City students will graduate for the first time based on 40 credits plus a "Profile of Learning" portfolio which must present evidence of the student's growth in demonstrating the six district learning goals. These students have been supported in the development of their understandings of the six learning goals and the completion of this additional requirement through a weekly advisor/advisee class. The advisor/advisee program has served three purposes: develop better relations among students in each of the classes, provide one adult mentor for 12-15 students, and support the implementation of the graduation portfolio.

New Teacher Induction Program

Mason City has had a new teacher induction program for many years. That program has been a partnership between the district and the buildings which focused on supporting first and second year teachers. Through a combination of pre-school workshops, half-day workshops during the school year, after school seminars and building-based mentors, new teachers have been supported in curriculum implementation, lesson design, classroom management and other issues

which are related to their supervision and evaluation. The content of this model is periodically updated to reflect district areas of emphasis. Master teachers are usually the facilitators for the workshops and seminars.

For more information, email: kschladweiler@mason-city.k12.ia.us

Glenwood Community School District

Glenwood, IA

Guided Reading

The Glenwood elementaries started a guided reading program in the fall of 1999. this is a reading program which emphasizes small group instruction using materials that are at each individual's reading level. With this structure, it gives students the opportunity to develop as individual readers and provides them the opportunity to develop reading strategies so they can read increasingly more difficult texts independently. It also gives students enjoyable, successful experiences in reading. Teachers are provided the opportunity to observe students and teach to the "moment" or "need".

Reading Recovery

Reading Recovery is a first grade reading program where students individually work with a teacher for 30 minutes a day. The objective is to promote accelerated learning so the students catch up to their peers, close the achievement gap as quickly as possible, and continue to learn to read independently. Each lesson consists of reading familiar stories, reading a story that was read for the first time the day before, working with letters and/or words using magnetic letters, writing a story, assembling a cut-up story, and reading a new book.. This program was implemented into the Glenwood system in the fall of 1999. It will be fully implemented this coming fall.

Facility Lease from State Hospital

For several years, the Glenwood Community Schools needed additional space because of enrollment growth, expanded curriculum and the unusual expansion of special education programs. The citizens twice failed to pass a bond issue in 1990 and 1991 that would have resolved this problem. Because of a certain degree of urgency and because a school building and other space was available on the campus of the Glenwood State Hospital School, the Board of Education directed the Superintendent to enter into negotiations with officials of the Department of Human Services. The results of those negotiations was the Glenwood Community School District leasing 83,000 square feet for the district's 7th and 8th grade middle school students, Kid's Place, and offices for Central Administration.

Some citizens of the community strongly opposed this partnership because in their opinions it wasn't appropriate to integrate school age students on a campus that historically had been reserved for only the mentally retarded. Contrary to that mentality this venture has proven to be one of remarkable success. The district's students, board of education, certified and non-certified staff as well as the state hospital-school's clients, employees, and administration need to be commended for making this unique arrangement work..

For more information, email: rfinken@glenwood.k12.ia.us
proctord@netins.net

Garner-Hayfield Community Schools

Garner, IA

Que-Pasa (People Against Substance Abuse)

The Garner-Hayfield Community School District has implemented the position of student advocate at the high school level. The advocate is responsible for working with students who show needs beyond at-risk or special education

status. The advocate is also responsible for working with various student-organized groups such as Teens Against Tobacco Use and Que-Pasa. Que-Pasa, or People Against Substance Abuse is designed to be a student-led organization with adult facilitation. The Garner-Hayfield Chapter has been designed to create a supportive environment modeling healthy lifestyles and positive choices for all students, especially those desiring to live substance-free lives by educating themselves about substance abuse, healthy living, positive decision-making and peer mentoring. The Garner-Hayfield Chapter works with the school and community to create an environment where non-use is not only the norm, but the preference. The chapter serves the school and community by assisting in establishing this environment, planning policy, educational opportunities, and social events. Members lead by modeling healthy and substance-free lives. The Garner-Hayfield Chapter promotes fun, substance-free activities, as well as actively work to reduce or eliminate the unhealthy messages that encourage substance abuse.

Building Trades

Students in the Garner-Hayfield High School have had the opportunity to participate in building a house for the past six years. Students are involved in the entire process of home construction from the design stage to the calculating of the bill of materials to the ordering and the construction phase. Community support has been a very large part of this programs success. A local real estate company provides the financing and several local contractors support the effort of the students through a community partnership agreement. Due to the affordable price of the homes built by the Garner-Hayfield students, local contractors might not normally support this type of venture in their community. However, the students install sliding glass doors and leave the basement unfinished to allow private

contractors the opportunity to contract those jobs. For the students, the teachers, and the entire community, this is definitely a Win-Win situation.

Elementary Post Office

I am a third grade teacher at Garner. We are the mail. It formally started three years ago. Our principal gave Wee Deliver information from the U.S. Postal System to us. The custodians created the mail cart and placed the mailboxes throughout the school. Each class thought of an address for each classroom. The office workers create an address book yearly. Each year the third grade visits the post office and learns how the postal system works. The third grade teachers meet together with all of the third graders to explain how to deliver the mail. The purpose for the program is to promote writing and to develop relationships with other students and grades. Quotes from some of the students include:

"It was cool because we got to leave lunch early to deliver the mail."

"It is fun to go to the other classrooms to mail the letters."

"I get to put mail in mailboxes."

For more information, email: <mailto:rla@garner.k12.ia.us>

Southern Cal Community School

Lake City, IA

Horticulture Program

Part of the Horticulture program at Southern Cal High school involves doing landscaping projects for different groups in the community. The Historical Society asked the high school students to remove sod to begin the process of making a Butterfly Garden. The sod was then transferred to fill in two areas where asphalt had been removed. The students watered this area to make sure the sod would grow in the new places. The Horticulture students are selling plants out of the Ag

Education Greenhouse. Plants which are being sold are petunias, geraniums, marigolds, dianthus, verbena, wandering jews, spider plants, and many others. The money raised from selling plants will pay for all expenses of running the greenhouse.

Success Center

Southern Cal is proud of its Success Center. Initiated to meet the needs of students who may not be succeeding in the traditional classroom, the Success Center offers individualized programs which may include using computer software and the Internet as resources, one-on-one tutoring, materials designed especially for an individual's learning style, etc. The Success Center also offers support and encouragement for those who need a boost, a patient ear for those who have counseling needs, and acceleration for those who want to move ahead. We are proud that we can provide the flexibility to meet the needs of diverse learners.

For more information, email: linda_uthe@southern-cal.k12.ia.

Wall Lake View Auburn Community School Ukrainian Exchange Program

Lake View, IA

This is our third exchange program (1998, 2000 and 2001). We have a sister school in Zhashkiv, Ukraine. The purpose is learn about each others culture, way of life, educational system, agriculture and environment. Students and teachers stay with host families in both countries. Ukrainians were in Iowa for four weeks. Wall Lake View Auburn participants will be in Ukraine from May 30 - June 20. Ukrainian agriculture is very diverse. They grow many more crops (corn, wheat, sugar beets, peas, oil radish, sunflowers, forage crops, potatoes, many fruit crops and more). Most people are self-sufficient in that they raise their own food. The

people themselves are much like Iowans and have many of the same values. Ukrainian life is centered around friends and family. Our students have gained a great deal by this experience. We will have taken a total of 29 students from our school on this exchange. They have developed very close friendships. This exchange program is sponsored by the U.S. State Department.

For more information, email: Dberry@wlva.k12.ia.us

Griswold Community School (Lewis and Elliot Elem) Elliot & Lewis, IA

"The mission of the Griswold Community School District, in partnership with our families and communities, is to provide leadership for positive change to ensure the best learning opportunities for everyone in a safe and caring environment." It is this mission statement which guides the two programs of which I think are unique and beneficial for students.

Multi-Age Primary Classrooms

Since we look for the best learning opportunities for everyone, we have established for the past five years multi-age primary classrooms instead of first and second grades. This allows students to develop at their own appropriate speed. Some students take three years to complete the program and some are able to expand their opportunities. We have established Reading Recovery and Guided Reading as part of our total literacy for all students K - 5. Again we are looking for the best learning opportunity for everyone. These reading programs allow students to read at an educational level, not at a frustration or recreational level. The teachers keep a close eye on students through frequent running records.

Federal Technology Innovation Grant

We are fortunate to be the recipients of a half-million dollar three-year grant through Federal Technology Innovation and the Gateway Corporation. The

purpose of the grant is to put technology in the hands of the young children in a seamless integration of the curriculum. We have wireless laptop computers (one for every two students) for our multi-age classes and will roll the program up through fourth grade. It is amazing to see the project learning, on and off the web, for young students.

New Teacher Mentoring

Griswold has had a mentoring program for the last 8 years. Our veteran teachers do this without compensation, but would love to see the state invest in our new teachers and their mentors. Although the programs are wonderful, I feel we should be most proud of our marvelous teachers. It is only with their guidance and creative instruction our Iowa students can be the best they can be.

For more information, email: bjohnston@griswold.k12.ia.us

As I turn over the reins to the new Iowa Ambassador of Education in Iowa, Gail Wortman of Ottumwa, I would once again like to thank everyone in the state who treated me with such wonderful hospitality during my travels. We have numerous wonderful things about education in Iowa, but I believe that it is primarily because of the people involved in this business that Iowa is truly the education state. Remember, we as educators, business leaders, communities, parents, and students together are truly:

What's Right With Education in Iowa



Susan Fischer, Teacher of the Year Coordinator helps Tom Paulsen, Iowa Teacher of the Year 2000, congratulate the new 2001 Iowa Teacher of the Year, Gail Wortman of Ottumwa.

